

## Chapter 22

### A Strong Finish: 2016-2017

#### Dr. Jana Hunzicker, Associate Professor, Department of Teacher Education

The 2016-2017 academic year began with a bang on August 4, 2016 when 18 eighth and ninth grade students enrolled in Peoria Public Schools' Advancement Via Individual Determination (AVID) summer program visited Bradley to learn about college in general and Bradley University in particular. In addition to campus tours and an overview of Bradley by the Office of Undergraduate Admissions, a highlight of the visit was a presentation on goal setting by Dr. Chris Reynolds, Bradley athletic director. Following the experience, one Peoria AVID student reflected, "I really liked our tour and the speech the guy gave at the end" (*Bradley PDS Partnership Post*, Fall 2016, p. 11).

It was not surprising that the first Bradley professional development schools (PDS) project of the year took place before the 2016-2017 academic year officially began. Throughout spring and summer 2016, 15 current and former Bradley faculty and staff members had been busily researching Bradley's Kemper PDS archives and drafting chapters in a collective effort to describe the College of Education and Health Sciences' PDS initiatives, programs, and projects from 1995 to 2016 in partnership with the William T. Kemper Foundation-Commerce Bank, Trustee. By the time the Bradley PDS Council met on September 1, 2016 to formally kick off the year, half of the Kemper History Project chapters had been submitted and the rest were well underway.

"As a Bradley University graduate, a former PDS principal at three different buildings, and now superintendent of Peoria Public Schools, I couldn't be more proud of our collaboration with the Bradley PDS Partnership over the years. The partnership has provided strong support for our staff, exceptional opportunities for our students, and great training for our future teachers, ensuring that each student reaches his or her full academic and personal potential."

~ Dr. Sharon Desmoulin-Kherat,  
Superintendent, Peoria Public Schools

In September 2016, the Bradley PDS Council welcomed Dr. Teresa Drake as the new Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Education Center, and Whittier Primary School. Dr. Bob Wolffe continued to serve as the Bradley PDS site coordinator for Manual Academy, Roosevelt



During fall 2016, the Bradley Nursing Student Association (BNSA) collected winter clothing items for Trewyn students and families.

Magnet School, St. Mark School, and Trewyn K-8 School. Also returning to the council for the 2016-2017 academic year were Jane Cushing, the College's licensure officer and clinical coordinator; Sally Miller, Kemper administrative support person; Thomas Payne-Brewer, Kemper graduate assistant; and myself, Dr. Jana Hunzicker, Kemper Fellow. From the time of our first council meeting on September 1<sup>st</sup>, the fall 2016 semester was a whirlwind. We knew our Kemper grant would end on December 31, 2016, and we had much to accomplish.

### Fall 2016 Bradley PDS Projects

Our first order of business was to ensure that each Bradley PDS site was served. During the fall 2016 semester, returning Bradley PDS projects included Dr. Heljä Antola Crowe's ETE 235: Methods of Teaching English Language Learners partnership with Antonio Ortiz's kindergarten classroom and Rosa Lopez's first grade classroom at Glen Oak; visits to Bradley's campus by fourth through sixth grade students from Harrison and Glen Oak; classroom presentations for Whittier students by Laura Bruns' COM 103: The Oral Communication Process students;

an AVID tutoring collaboration at Manual; and a field trip to Manual's Unity Point Health Clinic by Dr. Drake's FCS 203: School Health Promotion class. In addition, a literacy around the world event (formerly the literacy fiesta) for students at St. Mark and Whittier was coordinated by pre-service teachers in Dr. Antola Crowe's and Dr. Juan Rios Vega's ETE 235 classes and Dr. Sherrie Pardieck's ETE 260: Children's Literature class. At Trewyn, Dr. Drake's family and consumer sciences students planned and implemented health education lessons for fourth and fifth graders, and Dr. Kelly Schwend's senior-level nursing students planned and delivered health and hygiene presentations for kindergarteners.

In addition, several new Bradley PDS projects were launched during the fall 2016 semester. At Whittier, Dr. Wolffe and Ms. Cushing participated in classroom learning walks, where they visited the school's classrooms, made observations, and offered feedback to help teachers achieve the school's 2016-2017 goal of creating student-centered classrooms. Also at Whittier, three teachers opened their classrooms to Bradley teacher education majors interested in observing effective classroom management strategies in action. At Manual, Mary Newman-Evans' ninth graders partnered with Bradley pre-service teachers enrolled in Dr. Melinda McBee Orzulak's ENG 180: Introduction to English Education course to complete reading and writing activities related to the book *Ball Don't*



In October 2016, Bradley student teachers Karly Wagner (left) and Hannah Smith (right) posed with published authors Kylene Beers and Robert Probst at the Illinois Reading Council (IRC) Conference.



*Lie* by Matt de la Peña (de la Peña, 2007); and Manual teachers Belinda Daly and Lori Ettinger spoke to Bradley pre-service teachers enrolled in Dr. Celia Johnson's ETE 345: Guiding Learners: Creating Safe, Inclusive Learning Environments classes on the topic of effective classroom management. At Trewyn, the Bradley Nursing Student Association (BNSA) held a winter clothing drive that resulted in a generous donation of coats, hats, and gloves for students and their families; and in November and December 2016, 200 fourth through sixth graders from Harrison and Glen Oak visited Bradley's campus to learn more about college and how to prepare for it.

In support of professional development, the Bradley PDS Partnership sent five teachers from Bradley PDS sites and 34 Bradley student teachers to the either the Illinois Reading Council (IRC) Conference or to the Illinois Science Teachers Association (ISTA) and Illinois Council of Teachers of Mathematics (ICTM) Joint Annual Conference in October 2016. Both conferences were hosted at

the Peoria Civic Center, less than one mile from Bradley's campus. Also in October 2016, Dr. Drake, Dr. Schwend, and I presented a poster titled "Using School-University Partnerships to put the Whole School, Whole Community, Whole Child (WSCC) Model into Practice" at the American School Health Association (ASHA) Conference in Baltimore, Maryland.

Planning for spring 2017 PDS projects also took place during the fall 2016 semester. Members of the family and consumer sciences honor society Eta Sigma Gamma planned for a spring school supply drive at Glen Oak; Dr. Wolfe worked with St. Mark teachers Judy Placko and Ashleigh Koch to plan a spring semester art and music partnership with



In December 2016, fourth and fifth grade students from Glen Oak visited Bradley's campus.

Bradley's ETE 196: Fine Art in the P-6 Schools class; and Dr. Jenny Tripses and Amanda Newell engaged Bradley graduate students studying educational leadership and dietetics in planning spring parents night presentations for Valeska Hinton families. Meanwhile,



members of the Bradley PDS Council wrote presentation proposals in preparation for the spring 2017 semester. Ms. Cushing submitted a proposal titled "Bradley's PDS Partnership and ESL Endorsements" for presentation at the February 2017 PDS National Conference in Myrtle Beach, South Carolina; and Dr. Antola Crowe, Dr. Wolffe, and I submitted a proposal titled "Building Cross-Cultural Competencies in Multidisciplinary Partnerships" for the March 2017 National Association Professional Development Schools (NAPDS) Conference in Washington, DC. But amidst the flurry of PDS activities throughout the fall 2016 semester, the council's primary focus was the Kemper History Project.

By early October 2016, all Kemper History Project chapters had been submitted, along with several brief reflections about Bradley PDS memories and efforts that had occurred over the years. On October 14<sup>th</sup>, the Kemper History Project editing team, which consisted of Dr. Wolffe, Dr. Drake, Mr. Payne-Brewer, Shannon McGowan, and me, met to review the chapters and

"[The Kemper History Project] beautifully witnesses the complexity of a developing and dynamic partnership where life is taken into account as people, engaged actors, environments, and institutions change as factors weave in and out of the super-narrative."

~ Dr. Heljä Antola Crowe, Professor of Teacher Education, January 2017

develop a plan for revising, editing, and formatting them into a cohesive, chronological history. From mid-October through late December 2016, we each took responsibility for revising and editing four or five chapters for consistency in language and appropriate level of detail, as well as to ensure that key PDS events were included in the right years without unnecessary repetition across chapters. Once revised and edited by a member of the editing team, the chapters were sent to me for final editing and formatting.

Between December 2016 and January 2017, each formatted chapter was proofread by its author and bundles of five or six chapters were proofread by two people with firsthand experience germane to the particular era of Bradley's Kemper PDS Project. The proofreaders were Dr. Joan L. Sattler and Dr. Celia Johnson for chapters 1 through 5 (years 1995 to 2000); Dr.

Bob Wolffe and Janet E. Jackson for chapters 6 through 10 (years 2000 to 2005); Dr. Heljä Antola Crowe and Dr. Sherrie Pardieck for chapters 11 through 16 (years 2005 to 2011); and Sally Miller, me, and other members of the editing team for chapters 17 through 22 (years 2011 to 2017). In February 2017, the completed history, titled *Bradley University's Kemper*



Members of the Bradley PDS Council and Kemper History Project editing team during fall 2016 were (L to R): Thomas Payne-Brewer, Sally Miller, Shannon McGowan, Jane Cushing, Dr. Jana Hunzicker, Dr. Teresa Drake, and Dr. Bob Wolffe.

*Professional Development Schools (PDS) Project: 1995-2016*, was published on the Bradley University Professional Development Schools website. In addition, a limited number of hard copies were printed.

### **The Whole School, Whole Community, Whole Child (WSCC) Model**

Dr. Teresa Drake, Assistant Professor, Department of Family and Consumer Sciences

School-university collaborations with departments of teacher education and teacher leadership are very common for professional development school (PDS) programs. However, Bradley's PDS Partnership had a long history of also including health disciplines. From its inception, the Bradley PDS Council worked to include all five departments of the College of Education and Health Sciences in PDS work, including the departments of family and consumer sciences, physical therapy and health science, and nursing. Including these disciplines helped to achieve the fifth goal of the Bradley PDS partnership: To support the health and well-being of students, their families, and the professionals who work with them.

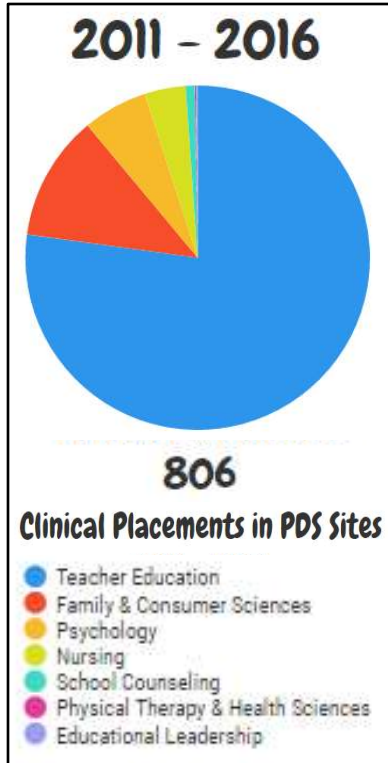
Learning and health are inextricably linked. Recognizing this association, in 2015 the Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD) integrated their two initiatives, respectively the Coordinated School Health Program and the Whole Child Initiative, into one model representing the interdependence between health and learning. The new model, Whole School, Whole Community, Whole Child (WSCC), acknowledged the need for community support and collaborations with schools to ensure each child is healthy, safe, engaged, challenged, and supported. This holistic approach bridged education and health along their common goals of academic achievement and lifelong healthy behaviors. Two Bradley PDS Partnership goals mirrored the WSCC approach: To support and improve learning and achievement, and to support the health and well-being of students, families, and professionals.

The WSCC model emphasizes ten components of a school support system to promote health and learning for students: health education, physical education and physical activity, health services, nutrition environment and services, counseling, psychological, and social services, the physical environment, the social and emotional environment, employee wellness, family engagement, and community involvement. In reviewing the WSCC components, it is easy to see where each of the College's five departments can contribute. During the last two years of the Bradley PDS Partnership, all ten components were addressed through PDS projects at various Bradley PDS sites.

For many years, Bradley's PDS Partnership addressed the components outlined in the WSCC model, but in 2016 utilizing the WSCC model became more intentional. Because the emphasis on health within PDS work is distinctive, Bradley's PDS approach and many examples of Bradley PDS projects were presented at multiple national conferences in 2016. Presentations at conferences hosted by the Association of Teacher Educators (ATE), the National Association for Professional Development Schools (NAPDS), and the American School Health Association (ASHA) highlighted Bradley's school-university collaborations that utilized the WSCC model as a framework. Bradley's signature PDS focus on health and learning was just one example of the rich tradition of innovation within Bradley's PDS Partnership.

### **Institutionalization of Bradley PDS Projects and Initiatives**

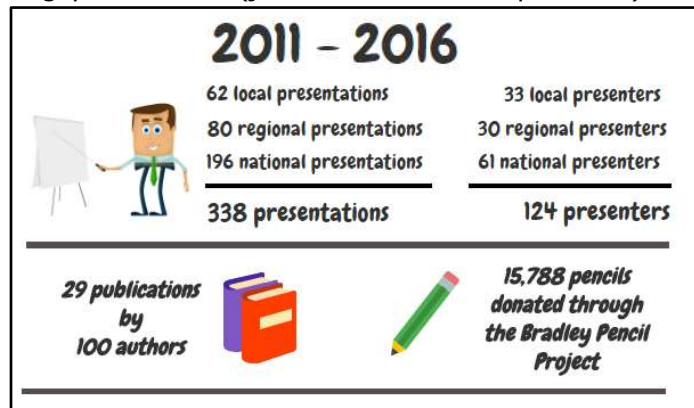
From the beginning, an important goal of Bradley's Kemper PDS Project was to institutionalize Bradley PDS projects and initiatives into our school-university culture. As we researched and wrote about our Kemper history during 2016, we were reminded that several Bradley PDS projects and initiatives had become part of Bradley's fabric over the years. Moreover, as some Bradley PDS projects came to a close, they were replaced by new PDS projects and initiatives. By fall 2016 many Bradley PDS projects had become well-established. Ms. Bruns' COM 103 partnership with Whittier was beginning its fifth year,



interactive health lessons by Bradley nursing and family and consumer sciences majors were in their third year, and Bradley English education majors' literacy collaborations with Manual students were in their second year. Schoolwide events such as the Department of Teacher Education's literacy around the world, the Department of Family and Consumer Sciences' college and career fair, and the Department of Nursing's pediatric health and safety fair were offered at Bradley PDS sites each semester or annually; and several smaller scale Bradley PDS projects, such as PDS guest speakers and field trips, had increased in both number and frequency.

One of these well-established Bradley PDS projects had officially been institutionalized. The student tutoring partnership started in 2010 between Dr. Peter Olson's ETE 313: Methods of Literacy I classes and a Whittier first grade classroom provided such authentic learning experiences for both primary students and college students over time that the ETE 313 course description was officially modified in 2014 to make the student tutoring experience a required assignment for all sections of ETE 313. Several clinical experience innovations first piloted at Bradley PDS sites were institutionalized as well. During the 2012-2013 academic year, the cluster placement model was piloted at Whittier and adopted for all freshman- and sophomore-level teacher

education clinical experiences the following year. During the 2013-2014 academic year, the practice edTPA (education Teacher Performance Assessment) process was piloted at Whittier and adopted for all Bradley novice teaching placements (junior-level field experience) the following year. And during the 2015-2016 academic year, a pilot connecting Bradley's sophomore-level teacher education clinical experience (ETE 211) and Manual's AVID program became a preferred model for all ETE 211 placements the following year. In each case, PK-20 (pre-kindergarten through graduate school) students' learning experiences were enhanced as a result of Bradley's longstanding school-university partnerships.



### What Did We Learn?

The title of the 2015-2016 Kemper grant was "Bradley PDS Partnership: Lifelong Learning and Leadership." Therefore, it seems appropriate to close our Kemper history by reflecting on what we have learned. We have learned much through our participation in Bradley's Kemper PDS Project over the years. First, Bradley's PDS work provided opportunities for authentic learning experiences for all Bradley PDS stakeholders. Since 1995, professional development for everyone involved was a key feature of Bradley's Kemper PDS projects. Clinical experiences, classroom partnerships, and special events prepared Bradley pre-professionals for working in urban school settings and provided PK-12 (pre-kindergarten through high school) students with supportive and enriching learning experiences. Attendance at statewide education conferences and participation in our own Kemper Teaching Academies and Spring Celebrations created opportunities for pre-service teachers, practicing teachers, and professors to network with other educators, experience

Bradley University's Kemper Professional Development Schools (PDS) Project: 1995-2016

timely and relevant professional development, and engage in teacher leadership activities through presentations and follow up activities.



Second, due to active involvement by faculty, staff, and students from each of the College's five academic departments, we learned that the Bradley PDS Partnership addressed students' academic needs, social-emotional needs, *and* health needs. Bradley's distinctive PDS focus on both education and health sciences also dates back to 1995, when our first Kemper grant proposal wisely envisioned "collaboration with area school districts as well as health care and social service organizations" (M. B. Karr, personal communication, May 15, 1995, para. 2). In 2002, the Kemper Executive Committee articulated this holistic PDS approach with the development of Bradley's Comprehensive Integrated Services Model. In 2012, we reinvigorated the approach by aligning Bradley's PDS work with Peoria's full service community schools initiative (Hunzicker, Schifeling, Sattler, & Lathan, 2012); and in 2015 we started using the Whole

School, Whole Community, Whole Child (WSCC) model as a framework for Bradley's PDS projects and initiatives. Through PDS projects such as dietetic internships, Manual APCs (academic progress conferences), and the annual teddy bear clinic, Bradley's focus on both education and health sciences rendered the Bradley PDS Partnership distinctive in comparison to other school-university partnerships across the country.

Last, we learned that formal structures are necessary to sustain the important work of school-university partnerships such as ours. In addition to a minimum of \$27,500 per year, the amount generously provided to Bradley University by the William T. Kemper Foundation-Commerce Bank, Trustee for 22 years, Bradley's PDS work required formal structures for coordination, recognition, and dissemination. Formal structures for coordination included a needs-based strategic plan, a project leader, site coordinators, and accountability structures such as quarterly and annual reports. Formal

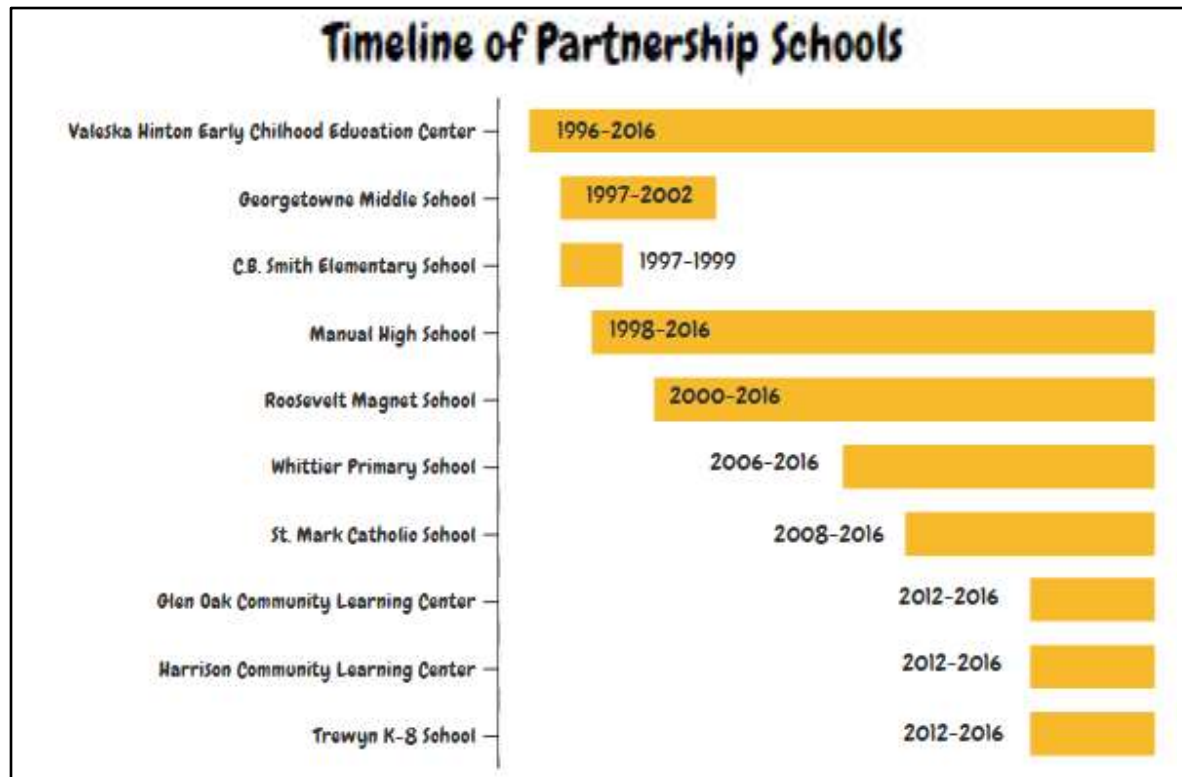
**"Because of the generous funding of the William T. Kemper Foundation-Commerce Bank, Trustee, Bradley University is now an exemplary PDS model toward which other schools and universities aspire."**

**~ Dr. Jana Hunzicker, Kemper Fellow, 2012-2016**



structures for recognition included venues such as the *Keeping Current with Kemper* and the *Bradley PDS Partnership Post* newsletters as well as a frequently-updated website to share the important work of the partnership and to recognize the many individuals who contributed time, effort, and resources. Formal structures for dissemination included annual attendance and presentation at the National Association for Professional Development Schools (NAPDS) Conference and the PDS National Conference; presentations at regional, state, and local conferences; and prolific writing of scholarly manuscripts for publication in a variety of academic and professional journals (see Appendix C).

There is no doubt that Bradley's Kemper PDS Project was successful due to the long term, collaborative effort between the William T. Kemper Foundation-Commerce Bank, Trustee, Bradley University, and Bradley's ten PDS sites. The partnership allowed us to formalize and communicate our many school-university projects and initiatives; and it provided time for faculty to coordinate partnership efforts, opportunities for professional development, and funding to share our experiences and accomplishments locally, statewide, and nationally. Because of the generous funding of the William T. Kemper Foundation-Commerce Bank, Trustee, Bradley University is now an exemplary PDS model toward which other schools and universities aspire. We are forever grateful to Kemper for supporting the development, establishment, and institutionalization of such a wide array of PDS projects and initiatives for over two decades.



### References

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