

## **Chapter 21**

### **Achieving our PDS Goals across Disciplines: 2015-2016**

**Dr. Jenny Tripses, Chair and Professor, Department of Leadership in Education, Non-profits, and Counseling**

The 2015-2016 academic year was an extremely productive year between Bradley University and its eight professional development school (PDS) sites. Collaborative projects included 13 school presentations by Bradley students or faculty, four visits by Bradley PDS students to Bradley's campus, and several conferences that provided professional development to PDS teachers, university supervisors, and participating Bradley faculty and students. Academic disciplines engaged in Bradley's many PDS activities included teacher education, nursing, family and consumer sciences, psychology, engineering, communications, and biology. Beyond faculty and student involvement, Bradley staff and services that contributed to the success of the partnership included the Office of Undergraduate Admissions, Smith Career Center, and Bradley Athletics. Throughout the year, students ranging from preschool through graduate school were impacted through a variety of PDS projects and initiatives, as well as through clinical experiences at Bradley PDS sites.

**"One of the greatest strengths of the Bradley PDS Partnership during 2015-2016 was academic and service contributions from departments and units beyond teacher education and even beyond Bradley's College of Education and Health Sciences."**

**~ Dr. Jenny Tripses, Bradley PDS Site Coordinator, 2014-2016**

During 2015-2016, Bradley continued to partner with eight schools, and the membership of the Bradley PDS Council remained mostly the same. Dr. Bob Wolffe continued to serve as the Bradley PDS site coordinator for Manual Academy, Roosevelt Magnet School, St. Mark School, and Trewyn K-8 School; and I, Dr. Jenny Tripses, continued as the 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. Jana Hunzicker continued as the Kemper Fellow, Jane Cushing continued to serve on the council in her role as the College's licensure officer and clinical coordinator, and Sally Miller continued as our Kemper administrative support person. Through December 2015, Amanda Inoa continued to serve as the Kemper graduate assistant. Thomas Brewer became our new Kemper graduate assistant in January 2016.

The 2015-2016 term of Bradley's Kemper grant, titled "Bradley PDS Partnership: Lifelong Learning and Leadership," was guided by five goals: 1) Support and improve student learning and achievement, 2) Prepare aspiring professionals in education and health sciences, 3) Provide lifelong learning experiences and leadership opportunities, 4) Promote best practices in teaching, learning, and leadership through professional development and action research, and 5) Support the health and well-being of students, their families, and the professionals who work with them (Bradley PDS Partnership: Lifelong Learning and Leadership Grant Proposal, November 24, 2014, p. 2). During the 2015-2016 academic year, many Bradley PDS projects initiated in previous years were repeated, continued, or expanded upon; and other PDS projects were brand new.

### Bradley PDS Projects

During 2015-2016, teaching English Language Learners (ELL) continued to be a focus, with students enrolled in Dr. Heljä Antola Crowe's and Dr. Cecile Arquette's ETE 235: Methods of Teaching English Language Learners (ELL) classes going to St. Mark and Glen Oak to observe and work directly with each school's ELL students. In collaboration with Dr. Sherrie Pardieck and her ETE 260: Children's Literature students, the ETE 235 and ETE 260 classes again hosted a literacy fiesta for St. Mark in October 2015, combining literacy-related activities with Spanish dancing, music, and snacks. Dr. Claire Etaugh's PSY 341: Preschool Practicum course also continued during 2015-2016, with 18 Bradley psychology majors completing clinical hours as teaching assistants in St. Mark's preschool classroom throughout the year. In addition, Students Ready to Make Change (STRETCH) continued their work to reduce bullying and promote kindness. Formally registering as a Bradley student organization and expanding membership to 25 students, STRETCH was able to reach hundreds of students in Peoria and the surrounding communities.

"We have enjoyed sharing the responsibility for teaching techniques and student learning, in part through practice-oriented research. Together we have been able to reach out to our local community to involve parents in improving student achievement."

~ Dr. Noreen Dillon, Principal,  
St. Mark School

In January 2016, Manual students participated in literature circles with Bradley pre-service teachers enrolled in Dr. Melinda McBee Orzulak's ENG 392: Teaching Literature and Reading course. Together, the high school and college students read and discussed *The Skin I'm In* by Sharon G. Flake, an award-winning novel about a young African-American girl's experiences with bullying and self-esteem (Flake, 2007). Through the efforts of Dr. McBee Orzulak, Ms. Flake was invited to Bradley's campus in February 2016, where the Manual and the Bradley students were able to meet her, ask questions, and have their copies of the novel signed by the author. Anne Fosco, a Bradley pre-service teacher who participated in this new PDS project, reflected, "Students at Manual were excited to visit campus, ask



Manual students met author Sharon G. Flake at Bradley in February 2016.

Students at Manual were excited to visit campus, ask

questions, and meet the author whose novel they had been reading (*Bradley PDS Partnership Post*, Spring 2016, p. 6). In April 2016, Anne presented a roundtable discussion about the PDS project at the Bradley PDS Partnership Spring Celebration.

Improving the health and well-being of students continued to be a goal of the Bradley PDS Partnership during 2015-2016. After a successful service learning project at



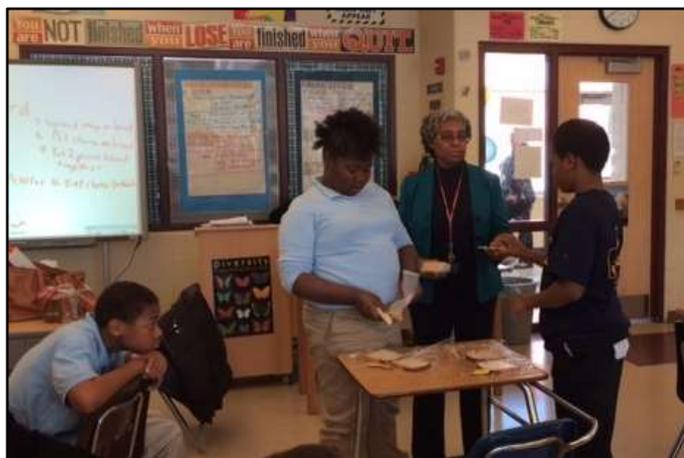
The second annual Trewyn teddy bear clinic was held in February 2016.

Trewyn during 2014-2015, students enrolled in Dr. Magdalene Sas's FCS 246: Family Systems and Applications course planned and implemented a Health-O-Ween event at Trewyn on October 30, 2015. Family and consumer sciences majors enrolled in FCS 140: Introduction to Family and Consumer Sciences also helped with the event, which included stations with titles such as "Trick-or-Teeth," "BOOgie," and "Bugs in Disguise." In December 2015, students enrolled in Dr. Teresa Drake's FCS 203: School Health Promotion course also provided health education lessons at Trewyn. Focused on fourth and fifth grade students, these 15-minute lessons addressed topics such as physical activity, emotional health, and environmental health.

Beyond providing health education, several PDS activities during 2015-2016 promoted career goals in health and in the STEM fields (science, technology, engineering, and mathematics). In October 2015, Whittier fourth grade students visited Bradley's campus to "be a Bradley student" for a day, visiting Michelle Edgcomb Friday's SCI 101: Science for Educators class and engaging with pre-service teachers in a scientific observation activity on Bradley's Olin Quad. This visit

grew out of ongoing collaborations between Laura Bruns' COM 103: The Oral Communication Process classes and Whittier. Also in October 2015, Dr. Kelly Schwend's nursing students discussed healthcare careers with Trewyn students in kindergarten, first, third, and fifth grades; and in November 2015, Dr. Regina Pope-Ford, assistant professor in Bradley's Department of Industrial and Manufacturing Engineering and Technology, visited Harrison sixth graders to encourage them to consider a career in one of the STEM fields. Dr. Pope-Ford's highly interactive presentation led the sixth graders through the process of developing a standard operating procedure (SOP) for making a peanut butter sandwich.

The spring 2016 semester continued to be busy with Bradley PDS projects related to student health and career education. In February 2016, under the direction of Dr. Schwend, Bradley's senior-level nursing students planned and implemented Trewyn's second annual teddy bear clinic. Once again, kindergartners were gifted small teddy bears or dolls and, paired with nursing students, took their stuffed animals' temperatures, listened to lung sounds through a stethoscope, gave immunizations, and applied bandages. In April 2016, Whittier fourth



Dr. Regina Pope-Ford talked with Harrison sixth grade students in November 2015.

grade students celebrated National Lab Day at Bradley, where they participated in multiple STEM activities, including collecting DNA from a strawberry, learning about television arts, and going on a nature walk.

Also in April 2016, students from Trewyn and Glen Oak visited Bradley's campus to learn about college and career possibilities. The Trewyn Road Scholars enjoyed a campus tour, multiple speakers about possible careers in education and the health sciences, and lunch in the Geisert Hall cafeteria. Glen Oak fifth graders also enjoyed tours of Bradley's campus, with stops including the Markin Family Student Recreation Center and Renaissance Coliseum. Following the Trewyn visit, Manual sophomore Diamond Little, who participated as a helper, reflected:

How do we know what we can achieve, if we don't go to learn more about what is ahead for us?...It helps us to imagine what life would be like in college and helps us know what we are working for in the future (*Bradley PDS Partnership Post*, Spring 2016, p. 13).

Perhaps the most notable PDS project started during the 2015-2016 academic year was the Kemper History Project. Described as "a collaborative writing project being undertaken for the purpose of compiling and documenting the College's professional development school (PDS) initiatives, programs, and projects from 1995-2016 in partnership with the William T. Kemper Foundation-Commerce Bank, Trustee" (*Bradley PDS Partnership Post*, Spring 2016, p. 3), the Kemper History Project called for current and former Bradley Kemper/PDS stakeholders to author chapters, contribute brief narratives, and submit photographs and other primary documents to help chronicle Bradley's rich and rewarding Kemper PDS history. By May 2016, 15 people had agreed to author chapters, and even more had committed to writing a reflection or helping with editing and proofreading.



Whittier students visited Bradley on National Lab Day in April 2016.



In April 2016, Dr. Steve Tippett showed Trewyn students how to use a knee ligament arthrometer to assess stability of the knee following injury.

### **Bradley-Whittier Communications Connections Project**

Laura Bruns, Lecturer, Department of Communication

Teaching general education public speaking in a classroom setting can be, at times, an artificial experience. There is a designated topic, a captive audience, and a mandated (and tracked) time limit. Compounding the inauthenticity is the sheer repetition of individual speeches in a single 50-minute class: sitting through 8-10 speeches in a row! No wonder people dread public speaking!

The communication connections project originated in 2011 to fill the need for more authentic, collaborative, and meaningful public speaking experiences. Bradley students enrolled in COM 103: The Oral Communication Process (a general education class in public speaking and communication) worked in groups to teach a 20- to 30-minute informative presentation to kindergarten through fourth grade students at Whittier Primary School. Different communication skills topics were selected each semester that reflected topics being discussed in the COM 103 classroom. Topics included, but were not limited to, anti-bullying, listening, respectful communication, freedom of speech, public speaking, being a good citizen, and being a good friend. Bradley students were given instruction in COM 103 on how to create effective presentations and adapt to different audiences. Whittier was chosen for a partnership due to its close proximity to Bradley's campus.

Originally, the project was piloted with two sections of Bradley COM 103 students, paired with second and third grade classrooms. It was so successful that in the second semester, it was expanded to four sections and all Whittier grade levels, including special education classrooms. The first five years of student and teacher feedback about these presentations was overwhelmingly positive. Bradley students reported feeling more confident in their speaking abilities and more connected to their Peoria community. Regardless of whether they intended to become teachers, the Bradley COM 103 students seemed to agree that the experience was valuable for increasing their understanding of informative speaking techniques and audience adaptation.

### **Professional Development**

Professional development for Bradley pre-professionals, Bradley PDS teachers, and Bradley faculty and staff continued to be a primary goal of the Bradley PDS Partnership during 2015-2016, and we were able to accomplish the goal through several different PDS efforts. In October 2015, 27 Bradley student teachers and 10 practicing teachers from Bradley's eight PDS sites attended the 2015 Illinois Reading Council (IRC) Conference in Peoria. The three-day, statewide conference was held at the Peoria Civic Center and Marriott Pere Marquette Hotel, less than two miles from Bradley's campus. In April 2016, the annual Bradley PDS Partnership Spring Celebration provided another large-scale professional development opportunity for Bradley PDS stakeholders. As a unique feature of this event, 2016 Illinois Teacher of the Year Kim Thomas delivered a dynamic keynote address, replete with mathematical references and inspirational anecdotes. Bradley pre-service teacher Sara White described the one-of-a-kind keynote as follows:

**"The partnership with Bradley has provided unique and valued professional experiences for staff and students. It has improved each school's ability to be a true learning community."**

**~ Taunya Jenkins, Academic Instructional Officer, Peoria Public Schools**

Mrs. Thomas' entire presentation was so full of energy. From the moment she started, she engaged the audience through her enthusiastic and positive energy and math references. She set an example of how teachers need to keep that same energy because teachers never want students to become bored with learning...My favorite quote throughout her speech was the following: 'Every student needs to know that their teacher loves them' (*Bradley PDS Partnership Post*, Spring 2016, p. 5).

Mrs. Thomas' keynote was followed by two rounds of interactive roundtable discussions. Presented by Bradley PDS teachers, Bradley faculty, and Bradley students, the roundtable discussions once again provided a variety of professional development topics and a chance for networking among students and professionals. Making the 2016 Spring Celebration even more memorable, Dr. Valeria Evans-Pierce, 1997 Illinois Teacher of the Year and a university supervisor for Bradley's Department of Teacher Education, was also in attendance at the event. At the time, Mrs. Thomas and Dr. Evans-Pierce were the only two Illinois Teachers of the Year from Peoria Public School District 150.

### **Disseminating Bradley's PDS Work**

On a national and international PDS scale, members of the Bradley PDS Council and other Bradley PDS partners delivered five national presentations and published two book chapters during the 2015-2016 academic year. In February 2016 and March 2016, Dr. Hunzicker, Dr. Drake, and Dr. Scwhend presented "Preparing Health Care

"Collaborating on our book chapter celebrated the outstanding partnership that exists between Bradley and Whittier. Publishing Whittier's accomplishments in phonics and reading was one of my most shining moments as principal."

~ Douglas Atkins-Blaye,  
Whittier principal, 2011-2015

Professionals through PDS Partnerships" at the Association of Teacher Educators (ATE) Annual Conference in Chicago and at the National Association for Professional Development Schools (NAPDS) Conference in Washington DC. In April 2016, Jane Cushing, Dr. Wolffe, Susan Grzanich from Peoria Public Schools, and Heather Young from Manual presented "Bradley PDS Partnerships and AVID" and "Growth through Celebration: Capturing our Success Stories" at the PDS National Conference in Orlando, Florida.

Two book chapters disseminating Bradley's PDS work also came to fruition during 2015-2016. "Synergistic Benefits and Cultural Competencies in a Multidisciplinary PDS Partnership," written by Dr. Antola Crowe, Dr. Wolffe, and Dr. Hunzicker, was published in the edited book *Innovations in Higher Education Teaching and Learning, Volume 5*, in November 2015 (Antola Crowe, Wolffe, & Hunzicker, 2015). This book chapter chronicled several cross-disciplinary and cross-continental Bradley PDS projects and initiatives that had been successfully implemented over the years. "Using a Literacy-based Classroom Partnership to Prepare Teacher Candidates for the EdTPA" by Dr. Hunzicker, Dr. Cecile



Illinois Teachers of the Year Kim Thomas (2016) and Dr. Valeria Evans-Pierce (1997) attended the 2016 Bradley PDS Partnership Spring Celebration.

Arquette, Dr. Peter Olson, and Whittier principal Douglas Atkins was published in the edited book *Evaluating Teacher Education Programs through Performance-based Assessments* in March 2016 (Hunzicker, Arquette, Olson, & Atkins, 2016). This collaborative writing project described the conception and development of a multiple-year PDS classroom partnership between Bradley's ETE 313: Methods of Literacy I classes and primary classes at Whittier, including the positive student learning outcomes that resulted.

Each and every Bradley PDS project that occurred during the 2015-2016 academic year supported one or more of the Bradley PDS Partnership goals. Through the Bradley PDS Partnership, students from preschool to graduate school gained valuable learning experiences. In many cases, students taught and learned from one another. One of the greatest strengths of the Bradley PDS Partnership during 2015-2016 was academic and service contributions from departments and units beyond teacher education and even beyond Bradley's College of Education and Health Sciences. Throughout the year, Bradley faculty, staff, and students collaborated with Bradley PDS teachers and administrators to share best practices in teaching, learning, and leadership through PDS projects, professional development, and dissemination of our PDS work.

### References

- Antola Crowe, H., Wolffe, R., & Hunzicker, J. (2015). Synergistic benefits and cultural competencies in a multidisciplinary PDS partnership. In B. Cozza & P. Blessinger (Eds.), *Innovations in Higher Education Teaching and Learning (IHETL), Volume 5: University Partnerships for Community and School System Development* (pp. 281-299). Bingley, UK: Emerald Group Publishing Limited. Retrieved from <http://dx.doi.org/10.1108/S2055-364120150000005015>
- Flake, S. (2007). *The skin I'm in*. New York, NY: Hyperion.
- Hunzicker, J., Arquette, C., Olson, P., & Atkins, D. (2016). Using a literacy-based classroom partnership to prepare teacher candidates for the edTPA. In D. Polly (Ed.), *Evaluating Teacher Education Programs through Performance-based Assessments* (pp. 237-259). Hershey, PA: IGI Global.