

Chapter 17 New Leadership, New Opportunities: 2011-2012

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During the 2011-2012 academic year, three new principals assumed leadership at Bradley professional development school (PDS) sites: Taunya Jenkins at the newly-renamed Manual Academy, Ann Bond at Valeska Hinton Early Childhood Education Center, and Doug Atkins at Whittier Primary School. The year also brought changes in leadership of the Kemper PDS Project at Bradley. During the fall 2011 semester, Dr. Heljä Antola Crowe completed her third term as Kemper Fellow and in January 2012 Dr. Jana Hunzicker stepped into the role. All the while, Bradley's College of Education and Health Sciences and Bradley's five PDS sites remained actively engaged in a variety of PDS projects and initiatives. It was a year of new leadership and new opportunities.

PDS Players and Projects

During the fall 2011 semester, the Kemper Coordinator Council consisted of Dr. Antola Crowe, who also served as the Bradley PDS site coordinator for Roosevelt Magnet School; Dr. Cecile Arquette, Bradley PDS site coordinator for Whittier; Dr. Hunzicker, Bradley PDS site coordinator for Manual; and myself, Dr. Sherrie Pardieck, Bradley PDS site coordinator for Valeska Hinton. In addition, Dr. Bob Wolffe served a member-at-large and St. Mark School principal Jimmie Moore participated as an unofficial Bradley PDS partner. Regina Howe continued as the Kemper graduate assistant, and Sally Miller came on board that fall as our new Kemper administrative assistant. During spring 2012, Dr. Peter Olson replaced Dr. Arquette as Whittier's PDS site coordinator and Dr. Wolffe replaced Dr. Antola Crowe as PDS site coordinator at Roosevelt.



The newly-named Bradley PDS Partnership unveiled a new logo in spring 2012.

Manual Academy

Manual started the 2011-2012 academic year with new principal Taunya Jenkins taking the helm. Early in the year, Dr. Hunzicker worked closely with interventionist Martha Ewan-Skorczewski to gather information about Manual teachers' professional needs and interests through a professional development survey. Manual teachers' top selections included differentiated instruction, student motivation, educational technology, and introductory Spanish. Professional development was provided after school each Tuesday and Thursday by Bradley faculty and staff as well as by Manual teacher leaders, professional consultants, and the Peoria County Regional Office of Education. Sessions presented by Bradley faculty and staff included an interactive session on full service community schools by Julie Schifeling and Dr. Hunzicker in November 2011 and a presentation on student discipline and classroom management presented Dr. Celia Johnson and Dr. Deitra Kuester in December 2011.

Manual Rounds, a structured peer observation process for new teachers, was implemented for the second consecutive year in 2011-2012. Facilitated by Dr. Hunzicker and Ms. Ewan-Skorczewski, 20 new and experienced Manual teachers participated. An end-of-year survey showed that 62.5% of teachers who participated in Manual Rounds agreed that observing in other teachers' classrooms helped them become more effective teachers, and 75% agreed that the discussions helped them gain insight about effective teaching practices. One participating teacher commented, "I liked getting ideas on how to deal more effectively with the students by watching others do it. I liked getting ideas about how to teach my content by watching others" (*Bradley PDS Partnership Post*, spring 2012, p. 4).

Valeska Hinton Early Childhood Education Center

Due to the school's year-round schedule, Valeska Hinton's academic year began in July 2011 with Ann Bond as the new principal, Matt Durr as the new assistant principal, and Jodi Walschaert as the school's new interventionist. Experienced educators who knew the school well, they brought a wealth of knowledge and leadership skills to their new positions. During fall 2011, the Bradley-Valeska Hinton PDS partnership continued to thrive. One Bradley novice teacher and six Bradley dietetic interns completed clinical experiences at Valeska Hinton, and teacher education majors enrolled in ETE 313: Methods of Literacy I: Reading, Writing and Language Arts Grades K-2 continued tutoring first grade students in reading as part of their course requirement.

In September 2011, Dr. Cindy Brubaker and Joe Degitz provided CPR recertification for the Valeska Hinton staff, and in October 2011, I provided an in-service on guided reading that included strategies for identifying grade-level reading materials. In November 2011, Dr. Hwa Lee hosted visitors from South Korea, and they toured Valeska Hinton to learn about the school's student-centered environment and curriculum. Also in November 2011, Dr. Kelly Schwend, Abby Unes, and Bradley senior nursing students, Amy Joshi, Rachel Downs, and Keegan Ryan provided blood pressure readings for Valeska Hinton families and staff on Grandparents Day.



Bradley dietetic interns hosted a health fair at Valeska Hinton during spring 2012.

During spring 2012, Amanda Newell and Bradley dietetic interns Sara Smith, Mike Donini, Kelli Roling, Jennifer Imhoff, and Katrina Sommer organized a health fair at Valeska Hinton that featured interactive stations for students and their families. Station titles included "Quick and Nutritious Main-Dish Recipes," "Be a Healthy Role Model for Children: 10 Tips for Setting Good Examples," and "Eat those Fruits and Veggies!" In April 2012, Bradley's dietetic interns provided healthy snacks at the Peoria Public Schools Financial Literacy Family Night. Also during spring 2012, Dr. Patricia Nugent and Kelly Erney Bailey organized a STEM (science, technology, engineering, mathematics) education project for students participating in the Valeska Hinton aftercare program. The intent of the project was to incorporate the practices of critical thinking and problem solving into after school activities.

Whittier Primary School

At Whittier during fall 2011, Doug Atkins was the new principal, and over 50% of the Whittier faculty and staff were also new to the building. During this time of transition, Whittier teachers worked in teams to articulate student needs related to curriculum, resources, and school environment. They also worked together to identify and secure resources to develop an outdoor science and physical education space on a plot of land diagonally adjacent to the school. Although Bradley's Kemper PDS work was quiet at Whittier during fall 2011, things picked up in March 2012 when 23 Bradley teacher education majors read to students in pre-kindergarten through third grade in celebration of Read Across America Day. The initiative, which also took place at St. Mark, was sponsored by the Bradley Student Education Association (BSEA), led by Bradley teacher education major Carolyn McCullough.

Roosevelt Magnet School

At Roosevelt, Dr. Antola Crowe and assistant principal Mick Swanson worked together to provide support for

An Ode to PDS Collaboration

By Dr. Heljä Antola Crowe

WE?

Will we work together?

Birds burst out in a choral raucous

Silos of silence

Containers of questions

Of dreams

Of hopes

Can we learn together?

Trust paves walkways new

Organization

Exploration

Collaboration

Participation

Perspiration

Kaleidoscopic complexities grow

meander quelling

colors shifting

leaping into life

surprisingly compelling

Fragrant knowledge

Lilacs, lilies, gardenias in bloom

Tastes as yet untasted

Touching of the news untouched

Fields spring four-leafed clovers

Vision of creative lands

Orchids unusual

Before never seen

Eagles wide-winged

Taking flight

Will we work together?

Tweaking, turning,

Combined action, planning

Connection is

Changing us within

Creation is

That which sings cantatas invisible but felt

Vulnerable and delicate

Rare harmonies unheard

We can work together!

We live!

We dance!

Together!

new teachers during the fall 2011 semester. One area of focus was classroom routines. In October 2011, first year teacher Lisa Balek was invited to present about her experiences at the Kemper Teaching Academy on Bradley's campus. Her presentation was titled "The Roosevelt Way: Rock On!" During spring 2012, 15 Bradley teacher education majors completed freshman- and sophomore-level clinical experiences at Roosevelt. Some of the teaching and learning activities in which they had opportunities to participate included assisting students with dance choreography, one-on-one tutoring in writing, assisting students who struggle with math, and teaching a science lesson.

St. Mark School

At St. Mark, two Bradley nursing majors completed school nursing internships at St. Mark during fall 2011, and two more completed internships during spring 2012. Under the direction of Dr. Schwend, the nursing interns cared for children with minor illnesses and injuries and presented a variety of health-related lessons for St. Mark students and staff. Topics presented included dental hygiene, hand washing, and preventing colds and flu.

In February 2012, Bradley counseling intern Caitlin Banister worked with Mr. Moore and teacher Maggie Gonzales to plan and host St. Mark's first-ever cultural diversity night. Over 100 people attended the two-hour event where five entertainment acts performed, representing the Irish, German, and Mexican cultures. St. Mark families brought international dishes for guests to sample, and cultural exhibits of art, clothing, history, and religious artifacts were displayed. Following the event, Mr. Moore reflected, "This is an event that was months in the making. Its success is due in large part to our partnership with Bradley University that allows us to have meaningful clinical and internship experiences for students like Caitlin Banister. From the outset Caitlin had a host of ideas and goals to make the experience mutually beneficial" (*Bradley PDS Partnership Post*, Spring 2012, p. 6)

Also in February 2012, Bradley's Dr. Kevin Finson, Dr. Shari Britner, Michelle Edgcomb, and Susie Stear presented a STEM (science, technology, engineering, mathematics) education workshop for the first annual Catholic Diocese of Peoria Professional Development Conference. The event was attended by 100 teachers from Peoria's Catholic schools, and featured presentations by educators from Bradley, Two Rivers Professional Development Center, Western Illinois University, and Illinois Central College. The purpose of the Bradley-sponsored STEM workshop, titled "Journey through Inquiry," was to help teachers develop an understanding of science inquiry to increase their use of inquiry-based classroom activities.

Other PDS Projects and Events

In addition to the PDS projects and initiatives taking place at Bradley's PDS sites during 2011-2012, at least three PDS projects extended across Bradley PDS sites. On November 4, 2011, the Illinois Association of Teacher Educators (IATE) hosted its annual statewide conference in Bradley University's Robert H. Michel Student Center. About 50 Bradley pre-service teachers attended the conference, along with pre-service teachers from Monmouth College, Eastern Illinois University, and Illinois State University. Sessions designed especially for pre-service teachers included "Kagen Engagement Strategies," "Literacy Support," "Response to Intervention (RtI) and Behavior Management," and "Student Teaching Preparation/Reflection."

In March 2012, Dr. Antola Crowe and Dr. Wolffe represented Bradley at the annual National Association for Professional Development Schools (NAPDS) Conference in Las Vegas, Nevada where they delivered a presentation titled "Synergistic PDS Projects." The presentation captured how Bradley and its PDS partners had worked together on many different projects over the years through which both Bradley and its PDS partners benefited. Back in Peoria, third through eighth grade students at Bradley's PDS sites were provided with red Bradley pencils in preparation for taking the Illinois Standards Achievement Test

(ISAT) and the Prairie State Achievement Exam (PSAE) in March and April 2012. Approximately 2,300 pencils were provided. Dr. Hunzicker explained, "ISAT and PSAE are realities of today's educational climate, and providing each student with a Bradley pencil is one small way we can offer support for Peoria's students" (*Bradley PDS Partnership Post*, Spring 2012, p. 4).

Bradley Dietetic Interns: Thinking Outside of the Box

Amanda Newell, Assistant Professor, Family and Consumer Sciences

Since the fall of 2010, the collaboration between Bradley's dietetic internship (DI) program and the Bradley PDS sites has been instrumental in providing Bradley interns with unique experiences that enable them to apply their knowledge for community benefit while meeting accreditation requirements. From fall 2010 through spring 2014, Bradley DIs spent time in classrooms at Valeska Hinton Early Childhood Education Center teaching children about healthy foods. The interns really enjoyed finding fun ways to make new foods more appealing to the children. One big take-away that resonated with the DIs was that children are very honest. For instance, the children were not shy about voicing their thoughts about butternut squash, but they were super excited to taste it once they saw it dressed up as a minion! This rotation certainly required the DIs to be innovative and to think on their feet.

During the 2011-2012 academic year, Bradley DIs provided a few additional programs through Valeska Hinton. During the fall 2011 semester, the DIs developed and implemented an evening health fair for families. The topics of this interactive health fair included smart snacking, meal planning for families, MyPlate, and fun ways to eat more fruits and vegetables. The Bradley DIs were able to work with both parents and children on adopting healthier eating habits. It was rewarding to see the children and their parents get excited about healthy eating. During the spring 2012 semester, the DI program received funding from Valeska Hinton to host a nutrition-focused booth at the annual Peoria Public Schools kindergarten registration day. One of the activities focused on having the children figure out a fruit or vegetable simply by touch. A variety of produce was placed in a closed box that had an opening for a hand. The children touched the food and had to guess the fruit or vegetable. The DIs gave clues, as needed, to help the children (and many parents) figure out the food. Lots of laughs were shared during this activity. The nutritional information from this game was applied to another game where the children had to throw balls into buckets based on information they learned in the first session. This experience reinforced the notion that the DIs must be prepared for anything when working with children!

Since the spring of 2012, Bradley's DIs have been involved with nutrition clinics at Manual Academy and Harrison Community Learning Center as part of the Healthy Living program. Under the direction of myself and Dr. Jeannette Davidson, these school-based clinics arose from collaborative work between Bradley's dietetic program and the Central Illinois Wellness Council. The purpose of the clinics is to provide dietetic services to students who are considered to be nutritionally high-risk. Our DIs complete nutritional assessments (including body composition) and provide one-on-one nutrition counseling. The aim of these sessions is to motivate and inspire students to make positive changes to improve their health. This experience is always an eye-opener for our DIs, as they are surprised to see young children with multiple nutritional concerns, such as obesity, low vitamin D status, high lipid profiles, and hypertension. Further, many of the children are dealing with additional issues that make it complicated for them to adopt healthier habits. As such, these authentic experiences have served as a wonderful way for our program to help our community, but also to challenge Bradley DIs to think outside of the box to help their clients.

Fall 2011 Kemper Teaching Academy

The fall 2011 Kemper Teaching Academy theme was "Learning from Different Perspectives." The PDS site coordinator perspective was represented by Dr. Pardieck, Dr. Wolffe, Dr. Hunzicker, and Dr. Antola Crowe. The principal perspective was represented by Ann Bond from Valeska Hinton. The student teacher and cooperating teacher perspectives were represented by Peg Davison and Darci Frankel from Whittier and Kate Singler from Roosevelt. The school nursing perspective was represented by Melissa Acton and Judith Ifanagyi from St. Mark, the new teacher and middle school student perspectives were represented by Lisa Balek and Dymond Dailey from Roosevelt, and a college advisor perspective was represented by Ashley Thompson from Manual.

The fall 2011 Kemper Teaching Academy was Dr. Antola Crowe's last teaching academy as Kemper Fellow, and she was sure to make the event special by integrating a collaborative drawing activity, a delicious meal, and a complimentary book for each participant. To conclude the event, Dr. Antola Crowe read a poem that she had written for the occasion. Titled "An Ode to PDS Collaboration," the poem illustrates the power of many different perspectives working together (see page 95).

Spring 2012: New Leadership, New Opportunities

During fall 2011, Dr. Antola Crowe wrote a new Kemper grant proposal titled "Lifelong Learning and Leadership" as one of her final Kemper duties. In describing Bradley's proposed PDS work for the 2012-2014 grant term, Dr. Antola Crowe wrote, "The thrust of this proposal is to utilize our prior, successful efforts guided by the Comprehensive Integrated Services Model to sustain and expand our work to develop a neighborhood transformation model for the city of Peoria" (*Lifelong Learning and Leadership* grant proposal, November 2011, p. 8).

When the new grant was funded in December 2011, Dr. Hunzicker became Bradley's tenth Kemper Fellow. The newly-granted Kemper PDS Project was guided by five goals:

1. Support and improve student learning and achievement.
2. Prepare 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.
5. Support the health and well-being of students, their families, and the professionals who work with them.

To visually represent the goals, a new Bradley PDS logo was created by Shanon Hymbaugh. The colorful logo, which also served as the project's conceptual framework, identified Bradley's five PDS goals as well as eight guiding PDS values: school-university partnerships, diversity, collaboration, innovation, shared decision-making, clinical experiences and mentoring, and teacher leadership.



A Time of Transition

The spring 2012 semester was a time of transition. The Kemper Coordinator Council wanted to add St. Mark as an official Bradley PDS site and bring three additional schools on board, but funding remained the same as the previous three-year grant term. After much discussion and creative thinking, the council decided to move forward with expansion from four to eight Bradley PDS sites. To offset the increased expenses, the course reduction for the Kemper Fellowship was lowered from two courses to one course per semester, the number of Bradley PDS site coordinators decreased from four to two, and each Bradley PDS site coordinator took responsibility for overseeing four PDS sites each. In addition, the College's licensure officer and clinical experience coordinator became an ex-officio member of the Kemper Coordinator Council, which soon came to be called the Bradley PDS Council.

"Since 1995, this PDS project has enriched the work of faculty and students in the schools and the College. I am pleased that three new schools are joining our partnership."

~ Dr. Joan L. Sattler, Dean, College of Education and Health Sciences, spring 2012

The newly-restructured Bradley PDS Partnership model was first announced at the College of Education and Health Sciences All Faculty Meeting in April 2012, but the changes did not take effect until August 2012. Following implementation of Bradley's new PDS model during the 2012-2013 academic year, members of the Bradley PDS Council wrote a manuscript describing its restructuring process. In 2015, "Doing More with Less: How One Professional Development Schools Partnership Strategically Aligned Ideals and Resources" was published in *School-University Partnerships* (Hunzicker, Olson, Wolffe, Dillon, & Sattler, 2015).

2012 Bradley PDS Spring Celebration

Bradley's three new PDS sites, Glen Oak Community Learning Center, Harrison Community Learning Center, and Trewyn K-8 School, were officially welcomed at the 2012 Bradley PDS Spring Celebration, which was held on April 25, 2012 in the Founder's Room on Bradley's campus. Each new PDS site brought unique school characteristics to the partnership. St. Mark, the Bradley PDS Partnership's first parochial school partner, was located just across the street from Bradley's campus and had a long history of informally partnering with Bradley. Glen Oak and Harrison were historic Peoria schools with new buildings. Harrison and Trewyn were Peoria full service community schools. The principals and teachers at the new Bradley PDS sites were excited to be part of the Bradley PDS Partnership. Dr. Grenita Lathan, superintendent of Peoria Public Schools commented, "The PDS Partnership with Bradley




In April 2012, Dr. Heljä Antola Crowe and Dr. Sherrie Pardieck (center) were recognized for their many years of service to the Kemper PDS Project.

will provide an opportunity for District 150 to recruit some outstanding future teachers who will already have experience working in our schools."

The 2012 Bradley PDS Spring Celebration featured presentations by each Bradley PDS site highlighting activities and accomplishments during the 2011-2012 academic year. Dr. Antola Crowe and Dr. Pardieck were recognized for their many years of service to Bradley's Kemper PDS Project, and Dr. Hunzicker provided an overview of plans for the 2012-2014 grant term. Photos taken during the 2012 Spring Celebration were featured in the first issue of the *Bradley PDS Partnership Post* newsletter, formerly known as *Keeping Current with Kemper*, in May 2012.

With three new Bradley PDS principals, a new grant, and a new Kemper Fellow, the 2011-2012 academic year was a time of new leadership and new opportunities. Bradley PDS stakeholders learned from one another, by observing each other, working alongside one another, exploring new topics, and envisioning new possibilities as they engaged from various perspectives in Bradley's PDS work. The collaboration between Bradley and the Bradley PDS sites promoted opportunities for our PDS community of learners to develop skills, encourage student engagement, and support student achievement from pre-kindergarten through higher education.



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BRADLEY PDS PARTNERSHIP POST

SPRING 2012

BRADLEY PDS PARTNERSHIP GRANT RENEWED

In December 2011, the William T. Kemper Foundation-Commerce Bank, Trustee renewed their funding of the Bradley Professional Development School (PDS) Partnership for another three-year term. This project, which has been in existence since 1995, promotes and strengthens partnerships between Bradley University's College of Education and Health Sciences and selected public and private schools in Peoria, IL. The 2012-2014 term of the project will serve eight PDS sites: Glen Oak Community Learning Center, Harrison Community Learning Center, Manual Academy, Roosevelt Magnet School, St. Mark's School, Trewyn School, Valeska Hinton Early Childhood Center, and Whittier Primary School.

Over the coming three-year term, the theme "lifelong learning and leadership" will be guided by five specific goals:

1. Support and improve student learning and achievement.
2. Prepare 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.
5. Support the health and well-being of students, their families, and the professionals who work with them.

To visually represent these goals, a new logo was created (see top left) by Shanon Hymbaugh, graphic artist at Bradley University. This colorful logo, which also serves as the project's conceptual framework, identifies the five goals (i.e. professional development, professional preparation, student learning, health and well-being, and scholarship) as well as eight guiding values: School-university partnerships, diversity, collaboration, innovation, shared decision-making, clinical experiences and mentoring, and teacher leadership. Dr. Jana Hunzicker, who was selected as William T. Kemper Fellow, comments, "The Bradley PDS Partnership supports participating schools toward completion of special projects and initiatives specific to their needs and interests, including but not limited to professional development, student support, and teacher leadership. The partnership also provides many valuable opportunities for Bradley students and faculty in terms of professional preparation, community service, and scholarship. We are grateful to the William T. Kemper Foundation-Commerce Bank, Trustee for their continued funding."

COMING
FALL 2012

On Friday, November 9, 2012, the Bradley PDS Partnership will charter a 55 passenger bus to the Illinois Association of Teacher Educators (IATE) Fall Conference in Lisle, IL. Contact Jana Hunzicker at jhunzicker@bradley.edu to reserve a seat.

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References

Hunzicker, J., Olson, P., Wolffe, R., Dillon, N., & Sattler, J. (2015). Doing more with less: How one professional development schools partnership strategically aligned ideals and resources. *School-University Partnerships*, 8(1), 13-19.