

Chapter 3

Get Your Running Shoes On: 1997-1998

Dr. Rosalyn Anstine Templeton, Chief Operating Officer, Research and Recognition Project, Inc.

As the second William T. Kemper Fellow, my appointment officially began on August 12, 1997 in a planning meeting with Bradley University College of Education and Health Sciences dean, Dr. Joan L. Sattler. This meeting resulted in a rather daunting agenda. High on the list was the selection of Bradley's fourth professional development school (PDS) site, and it needed to be a high school. The next task was equally important: organizing the first PDS luncheon to honor Valeska Hinton Early Childhood Education Center as our most mature PDS partner. A third significant responsibility was the creation of an integrated services model that would represent integration among the academic disciplines within the College and within our PDS partnerships. Several imperative items later, doubt started creeping into my subconscious. Was all of this doable? However, being an optimistic person, my hesitation quickly disappeared, and we ended the meeting with a direction firmly established: 1) Create a PDS model to outline the project's philosophy, vision, and goals; 2) Define the contributions of each College department and the roles and responsibilities of each member involved with the Kemper Project; and 3) Document and map progress to make sure we were on the right track.

"The Kemper Project was one of my most rewarding leadership appointments and allowed me to learn the skills necessary to impact PDS partnerships at other universities."

~ Dr. Rosalyn Anstine Templeton,
Kemper Fellow 1997-1998

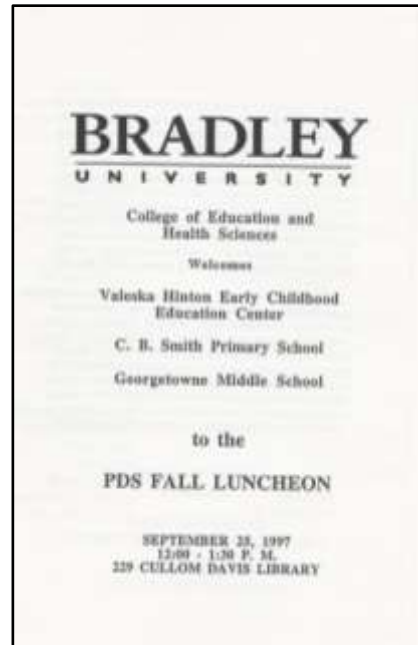
Fall 1997

Kemper Executive Committee

The Kemper Executive Committee (formerly the PDS Committee) had a demanding but productive agenda for the 1997 fall semester. Committee members included myself, Dr. Rosalyn Anstine Templeton, as chair; Dr. Linda Anglin, Betty Church, Dr. Celia Johnson, Dr. Therese Kiley, Dr. Heljä Robinson, Dr. Bob Wolffe as committee members; and Dr. Sattler and Dr. Rita Jensen, the dean and associate dean of the College, as ex officio members.

True to our commitment to integration, the Kemper Executive Committee membership represented the departments of nursing, family and consumer sciences, and teacher education. One of our first tasks was to discuss and develop roles and responsibilities for the PDS site coordinators. After several discussions and revisions, these roles and responsibilities were accepted with the understanding that the definition was fluid and could change as needed. In September 1997, the PDS site coordinators' roles and responsibilities were approved by Dean Sattler. Around the same time, the responsibilities of the Kemper Fellow were also reviewed, discussed, modified, accepted, and approved by the dean.

Another important task of the Kemper Executive Committee was updating the request for proposals (RFP) brochure that had been used to select Bradley's current PDS sites: Valeska Hinton Early Childhood Education Center, C. B. Smith Primary School, and Georgetowne Middle School. Since we were seeking a high school, the updated brochure needed to be suitable for the high school level. Along with the new RFP brochure, Dr. Wolffe offered to redesign the proposal rating form. Other committee endeavors tackled that fall were drafting a Kemper Project mission statement that connected to the College's mission statement and planning the 1997-1998 Kemper Teaching Academy, a role the committee took seriously. We decided that six teaching academy meetings would be held, three during the fall semester and three during the spring semester. Finally, an enormous role of the committee was supervision of Bradley's PDS sites, with whom all committee members were closely involved.



The First PDS Luncheon

The first PDS luncheon was held on September 25, 1997 to celebrate the accomplishments of Bradley's PDS sites. Valeska Hinton was honored as the most established and experienced PDS site, receiving a plaque to memorialize the occasion; and each PDS principal introduced their guests and shared information about their partnership with the College. I presented "Seven Characteristics of an Effective Partnership," and Dr. Jensen ended the gathering with a Reader's Theatre presentation titled "The Red Cat." One enormous benefit that arose from this PDS luncheon was the beginning of administrators and teachers from Bradley's three PDS sites sharing and helping one another.

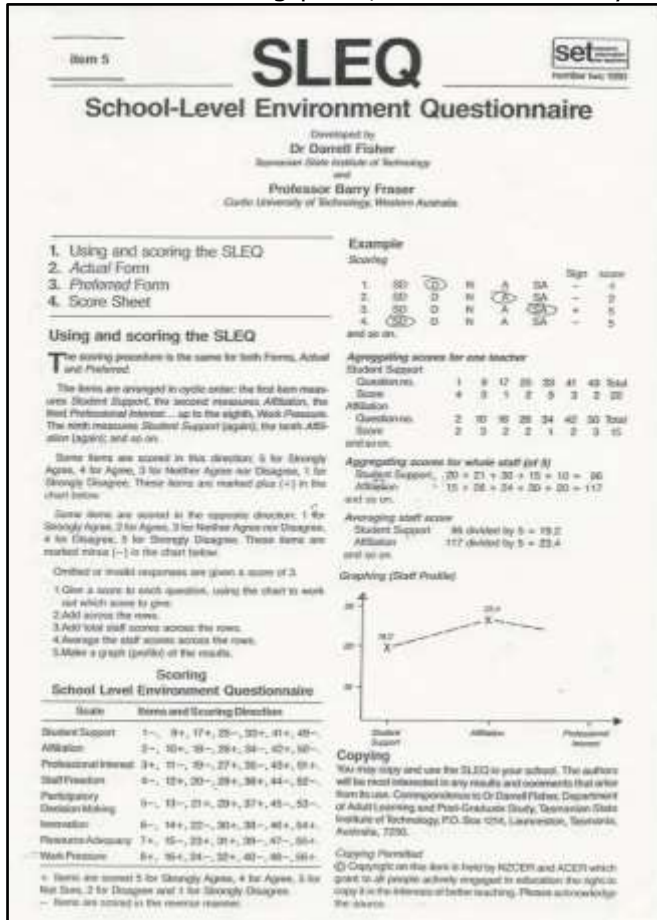


Valeska Hinton principal Ken Hinton accepted a plaque during the first PDS luncheon in September 1997.

Fall PDS Activities

As Dr. Lori Russell-Chapin, Bradley's first Kemper Fellow, stated in an earlier chapter, our main goal for those early years was to go into the schools and find out what they needed. Therefore, the Kemper Executive

Committee continued its discussion about each school's needs. The result was a draft of a needs assessment instrument that could quickly assess what teachers wanted in terms of professional development. This survey gave us a starting point for discussing how best to help teachers, parents, and students. However, it quickly became apparent that we needed more than a starting point; we needed a way to benchmark progress or lack of progress in



each of our PDS sites. After several discussions, we determined that the School-Level Environment Questionnaire (SLEQ) developed by Fisher and Fraser (1990) should be used as a pre- and post-assessment to chart progress at each school. Throughout the year, the Kemper Executive Committee members were involved in all aspects of the Kemper Project and were especially active at Bradley's PDS sites. They provided expertise in their fields of study, administered the needs assessment and the SLEQ to teachers, presented multiple teacher and parent workshops, and facilitated the partnership between the PDS sites and the College.

During the 1997 fall semester, three Kemper Executive Committee members spent time at Valeska Hinton. Ms. Church supported families individually and in small groups. Dr. Kiley conducted collaborative classroom research and taught an integrated curriculum model for staff, and Dr. Robinson devoted time to professional growth activities and to what is now referred to as brain-compatible learning and teaching. In addition, I met with

Principal Ken Hinton, who requested that Valeska Hinton teachers receive professional development on emergent language and literacy, children's learning styles, and diversity.

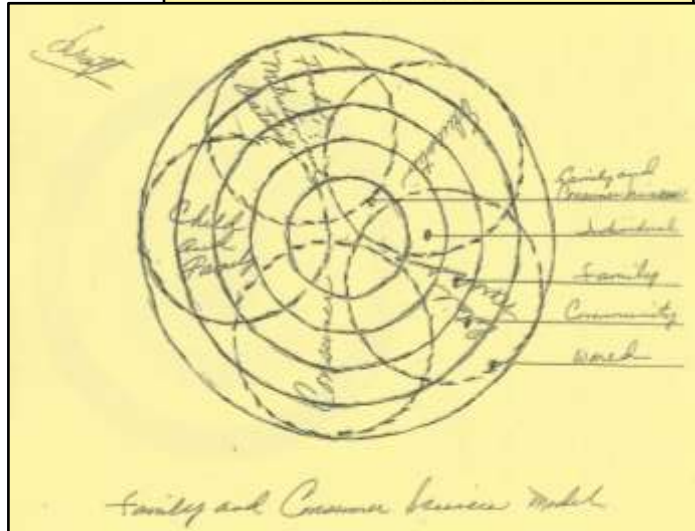
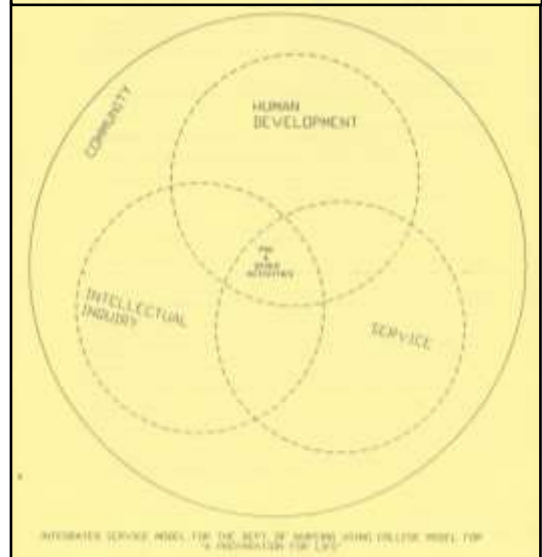
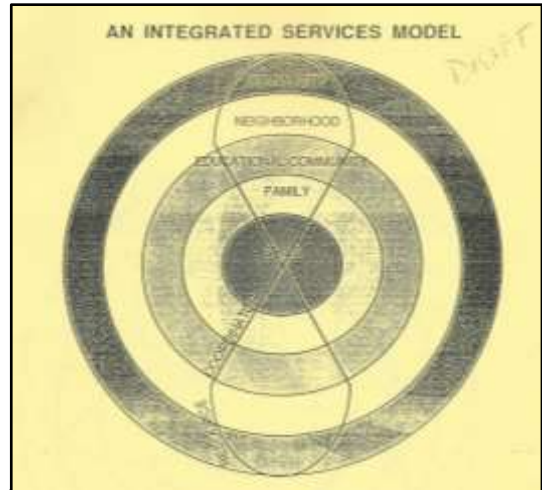
As PDS site coordinator for Georgetowne, Dr. Wolffe had discussions with teachers about how best to use the school's new computer lab. Teachers needed opportunities to learn more technology skills and a Goals 2000 grant, co-written by Dr. Wolffe and Georgetowne teachers, was anticipated to fund the training. After teachers completed the needs assessment and the SLEQ, Dr. Wolffe and Dr. Robinson facilitated a workshop where teachers were able to review and discuss the results. Georgetowne teachers discovered that they needed to help students become more connected to their school and to be more respectful of adults and peers. They also realized that they needed to be more accepting and supportive of one another. Adequate resources to do their job successfully emerged as a third area of concern. Based on the results of the needs assessment, it was determined that the following workshops would be helpful: "How to Involve Parents," "Troubled Students: Planning for Success," "Creating Brain-friendly Learning Environments," and "Thematic Teaching that Integrates Disciplines."

C. B. Smith's PDS site coordinator Dr. Johnson worked with the school during fall 1997 to complete the needs assessment survey and the SLEQ. She had a busy semester making connections, visiting classrooms, and starting a monthly professional development brown bag luncheon where teachers shared ideas and sought help from one another and

from Dr. Johnson. For example, C. B. Smith teacher Dawn Fairchild shared her expertise on writing and three kindergarten teachers presented their knowledge on work sampling as an assessment method for Dr. Johnson's ETE 443: Early Childhood Assessment class. Dr. Johnson also helped C. B. Smith teachers with their goal of connecting family and community to the school by arranging a professional development workshop titled "Caring Communities," presented by Dr. Robinson and Dr. Wolffe. I facilitated a second workshop titled "Caring Communities: Language that Helps" to help teachers learn how to use positive language when dealing with children who were unresponsive or uncooperative. During the workshop, teachers enjoyed practicing their communication skills through role plays.

Kemper Teaching Academy

According to the Kemper grant proposal, one goal of the Kemper Teaching Academy was to bring together faculty from different disciplines within the College for professional development and mentoring activities to improve teaching practices. After many discussions, the Kemper Executive Committee decided that faculty members would join the teaching academy with the understanding that this work would contribute toward their promotion and tenure. Therefore, it was determined that integrated services could be put into practice within the College by having Kemper Teaching Academy members select relevant topics to research and publish. The teaching academy members placed themselves into one of four groups. Two of the groups focused on research and the other two focused on professional development. Research Team One, led by Dr. Johnson, focused on learning environments; Research Team Two, led by Dr. Jensen, focused on standards for professional empowerment in the human service professions; Professional Development Team Three, led by Dr. David McMullen, investigated collaboration with graduate assistants; and Professional Development Team Four, which shared its leadership responsibilities, planned to create a faculty handbook called "Beyond Survival: The Unofficial New Faculty



Early drafts of Bradley's comprehensive integrated services model, 1997-1998.

Handbook." About Professional Development Team Four, Dr. Jean Marie Grant recalled, "We all shared the work. Linda [Lyman] got us started, I kept track of material electronically, Nancy [Sherman] filled in some of the missing details, while Betty [Church] was our historian" (J. Grant, personal communication, November 14, 2016).

In addition to becoming members of a research or professional development team, Kemper Teaching Academy members began drafting a comprehensive integrated services model for the College. Members were also interested in co-teaching, conferring with colleagues, collaborating on projects with graduate assistants, developing a professional induction program for new Bradley faculty, and receiving mentorship training. As a result of the Kemper Teaching Academy and the College's PDS work, Bradley faculty from across the academic disciplines were able to participate in meaningful research and professional development activities that helped them further their careers. The fall 1997 semester ended with the review of PDS site proposals and the selection of Bradley's first high school PDS site. In January 1998, Manual High School, Peoria Public School District 150, was officially inducted as Bradley's fourth PDS site.

"We all shared the work. Linda [Lyman] got us started, I kept track of material electronically, Nancy [Sherman] filled in some of the missing details, while Betty [Church] was our historian."

~ Dr. Jean Marie Grant, Associate Professor,
Department of Teacher Education

Spring 1998

Kemper Executive Committee

During the 1998 spring semester, Kemper Executive Committee meetings were held five times. During the "kick-off to the semester" committee meeting, Kemper Teaching Academy dates and possible topics for research and professional development were determined. Furthermore, the committee voted to contribute part of the Kemper Teaching Academy time to participants so that work on their team projects could continue. Due to the success of the first PDS luncheon, executive committee members decided to plan a spring PDS luncheon, with Manual High School introduced and celebrated as Bradley's newest PDS partner. A big task that needed to be completed during spring 1998 was a comprehensive integrated services model for the College, in conjunction with the Kemper Teaching Academy's input and work. Dr. Mary Ann Manos, who was leading the model's design process, attended the February 1998 Kemper Teaching Academy lunch meeting to share a first draft of the model.

Just like the preceding semester, a big part of the Kemper Executive Committee's time during spring 1998 involved oversight of Bradley's PDS sites by problem solving, coordinating, assessing, meeting with teachers and parents, and providing in-service workshops. The committee decided to map each PDS partner's progress by using the SLEQ at the one-year mark, and the results were compared to each school's earlier findings.

Spurred on by confusion surrounding expectations in the current PDS partnerships and by the selection of a new PDS site, the Kemper Executive Committee expressed the need to create a PDS manual. During spring 1998, we determined that each Bradley PDS site should be committed to the following:

- Holding professional development (in-service days)
- Giving preference to Bradley students in field experiences
- Creating an annual PDS program plan and goals with the partnership coordinator
- Collaborating on events involving all PDS sites and the College
- Willingness to distribute written and verbal communications to all partners.

We also decided that a draft PDS manual would be created and brought to the Kemper Executive Committee for review, discussion, and input. At the end of the academic year, the PDS manual was still a work in progress that continued into the fall 1998 semester.

Spring PDS Activities

The 1998 spring semester welcomed Dr. Wolffe as the PDS site coordinator for Manual while Dr. Anglin assumed the PDS site coordinator responsibilities for Georgetowne. Spring 1998 was a busy time for Valeska Hinton, which hosted the first-ever Parent Leadership Conference in February. Dr. Barbara Penelton gave the keynote address, and six community leaders presented sessions. Ms. Church, Valeska Hinton's PDS site coordinator, noted that three other parent life skills classes and one parent-child activity took place during the semester. In addition, teachers at Valeska Hinton participated in workshops on the following topics: brain-friendly classrooms, emergent language and literacy, stress management, and celebrating diversity.

One of the partnership's greatest accomplishments during spring 1998 was the development of a system to place Bradley novice teachers (junior-level clinical experience) and student teachers (senior-level, capstone clinical experience) in classrooms at Valeska Hinton. Bradley novice and student teaching candidates applied for these placements by writing and submitting autobiographies. Candidates were then interviewed by Valeska Hinton teachers and administrators, Bradley's field placement director, Valeska Hinton's PDS site coordinator, and one Kemper Executive Committee member. Those who were selected followed the Valeska Hinton's year-round schedule.



Valeska Hinton teachers discussed the application process for Bradley novice and student teachers during spring 1998.

Dr. Anglin hit the ground running at Georgetowne by scheduling individual meetings with teachers to learn their views on the school's strengths and needed improvements. Principal Pat Callahan, Dr. Anglin, teachers Linda Stokowski and Debbie Long, and I met to develop a PDS plan. Four areas of concern surfaced: communication at all levels, cohesion among faculty, lack of school focus or purpose, and lack of mentoring for new Georgetowne teachers. Throughout the semester, three in-service workshops were presented at Georgetowne. Topics included brain-friendly environments, handling disrespect from students, and connecting parents to the school. Concerned about aggressive behaviors and disrespect among the eighth grade students, I also met with teachers to discuss solutions. We decided that more information concerning group dynamics was needed, so teachers had their eighth grade students complete a socio-metric survey. I analyzed the data and delivered the results to the teachers, who determined they could reconfigure students' schedules to create a more cohesive group and a more positive learning environment. Additionally, an OSF Saint Francis Medical Center counselor who provided services at Georgetowne offered group sessions on ways to deal with anger.

At C. B. Smith, school counselor Craig Stickling and Dr. Johnson focused on how to involve parents. They decided that teachers would give input and parents would complete a survey, the results of which would help set parent involvement goals for the coming year.

Spring 1998 in-service topics at C. B. Smith included environment and safety, curriculum issues, involving parents, and brain-friendly learning environments. In addition to workshops, teachers at C. B. Smith were able to take part in three brown bag lunch sessions. Two sessions focused on reading and one was a writer's workshop facilitated by Dawn Fairchild. Also during spring 1998, C. B. Smith administrators and teachers agreed to allow a Bradley graduate student to complete her master's thesis in their school. The research project was titled "The Relationship between Male Parental Role Involvement in Elementary School and the Gender of the Child." Additionally, PDS coordinating became a family affair when Dr. Johnson's daughter Jenelle and her service dog Kramer were invited into several classrooms to teach appropriate interactions with service dogs.

At Manual, our PDS partnership began with Principal Sandy Farkash sharing Manual's school improvement plan and leading a building tour that featured the newly-completed parent lounge. In February 1998, Manual administrators and teachers completed the SLEQ. The results, presented in March 1998, helped our newest PDS partners develop an action plan for further school improvement and staff development. Three areas surfaced as suggested areas of improvement at Manual: student support, innovation, and resource adequacy. Dr. Wolffe met with a group of faculty for an initial planning meeting to address each area. Based on the SLEQ results, Dr. Wolffe noted that teachers were willing and ready to make changes as long as they were provided the "know-how."

As Bradley's PDS partners grew in maturity, teachers and professional staff began to ask the Bradley PDS site coordinators for more help. For example, C. B. Smith wanted to examine new opportunities for getting parents involved, and Valeska Hinton wanted more insight into working with students from single parent homes. In addition to school-university collaborations to address specific needs such as these, professional development in-service presentations exploded during spring 1998 with approximately 12 different in-services being offered.



Kemper Teaching Academy

During the 1998 spring semester, the Kemper Teaching Academy had three working-lunch meetings. With the aim of wrapping things up for the academic year, there were two major areas of focus: finalizing plans for the research and professional development projects and finishing the comprehensive integrated services model.

By April 1998, the four Kemper Teaching Academy teams had been working on their research or professional development projects for six or seven months and were making good headway. One College faculty member, Dr. Guofang Wan, recalled how the analytical skills and relationships with other professionals were enhanced and supported through the Kemper Teaching Academy projects. While I was writing this chapter, Dr. Wan reminisced:

I remember we interviewed teachers and children at Peoria Chinese American School on a Sunday afternoon. We did not get the paper published for a long time. The manuscript was lost by the editor during their office relocation...days when submission was still paper. I followed up and resubmitted it, and eventually it was published and was able to count for my promotion to full professor (G. Wan, personal communication, July 15, 2016).

At each Kemper Teaching Academy meeting throughout the spring 1998 semester, Dr. Manos shared the most current draft of the comprehensive integrated services model, incorporating the committee's suggested changes each time. On April 24, 1998, Dean Sattler attended the final meeting and thanked the Kemper Teaching Academy members for their hard work. Although the final draft of the comprehensive integrated services model was not approved during the meeting, Dean Sattler shared that the College's Advisory Board was impressed with all of the Kemper projects taking place.

Almost 20 years later, I see that Bradley was definitely on the right track with the Kemper Project during those early years. The impact Kemper had in Bradley's partnership schools and at

Bradley itself that year was astounding. Our success owes thanks to the hardworking Kemper Executive Committee members, PDS site coordinators, and Kemper Teaching Academy participants. The Kemper Project was one of my most rewarding leadership appointments and allowed me to learn the skills necessary to impact PDS partnerships at other universities. I have unquestionably felt deep gratitude for this experience over the years.

"Kemper gave the College of Education and Health Sciences an opportunity to aid our public schools and the school children in the Peoria area. This was an authentic road for our pre-professionals in health and education."

~ Dr. Mary Ann Manos, Associate Professor, Department of Teacher Education, 1995-2007

References

- Fisher, D. L., & Fraser, B. J. (1990, April). Validity and use of the School-Level Environment Questionnaire. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA. Retrieved from ERIC database. (ED318757)