

Chapter 9

Looking through the Kaleidoscope: 2003-2004

Janet E. Jackson, Assistant Dean and Professor, Department of Nursing

I am a collector of kaleidoscopes. From the smallest to the largest kaleidoscopes, the different shapes and textures come together for just a moment to provide burst after burst of color and intertwining patterns. With each turn of the kaleidoscope the view changes, never returning to exactly the same pattern, yet individual colors and shapes are still quite visible (*Keeping Current with Kemper*, Fall 2003, p. 1).

These were the words I used to open my first "Comments from the William T. Kemper Fellow" column in the fall 2003 *Keeping Current with Kemper* newsletter. I described how my involvement in Bradley's Kemper Professional Development School (PDS) Project allowed me to have a kaleidoscopic view of education in the Bradley PDS sites and at Bradley. I recognized and valued the strength of the diversity of the disciplines in the College of Education and Health Sciences and in Bradley's PDS sites and how this diversity would potentiate learning opportunities for all involved.

Because of my background, I viewed Bradley's PDS work from a different perspective than many of the previous Kemper Fellows. With the exception of Dr. Lori Russell-Chapin, who was from the Department of Educational Leadership and Human Development, all previous Kemper Fellows were from Bradley's Department of Teacher Education. I was a nurse and a faculty member in Bradley's Department of Nursing, where we focused on education and also on health and disease prevention.

I had been involved with the Kemper PDS Project since its inception, participating in the Kemper Teaching Academy and serving as a Bradley PDS site coordinator for Georgetowne Middle School from 2000 to 2002. I also served as the health coordinator for all Bradley PDS sites during the 2002-2003 academic year. I was selected as the sixth William T. Kemper Fellow for Teaching Excellence in April 2003, and oversaw Bradley's PDS

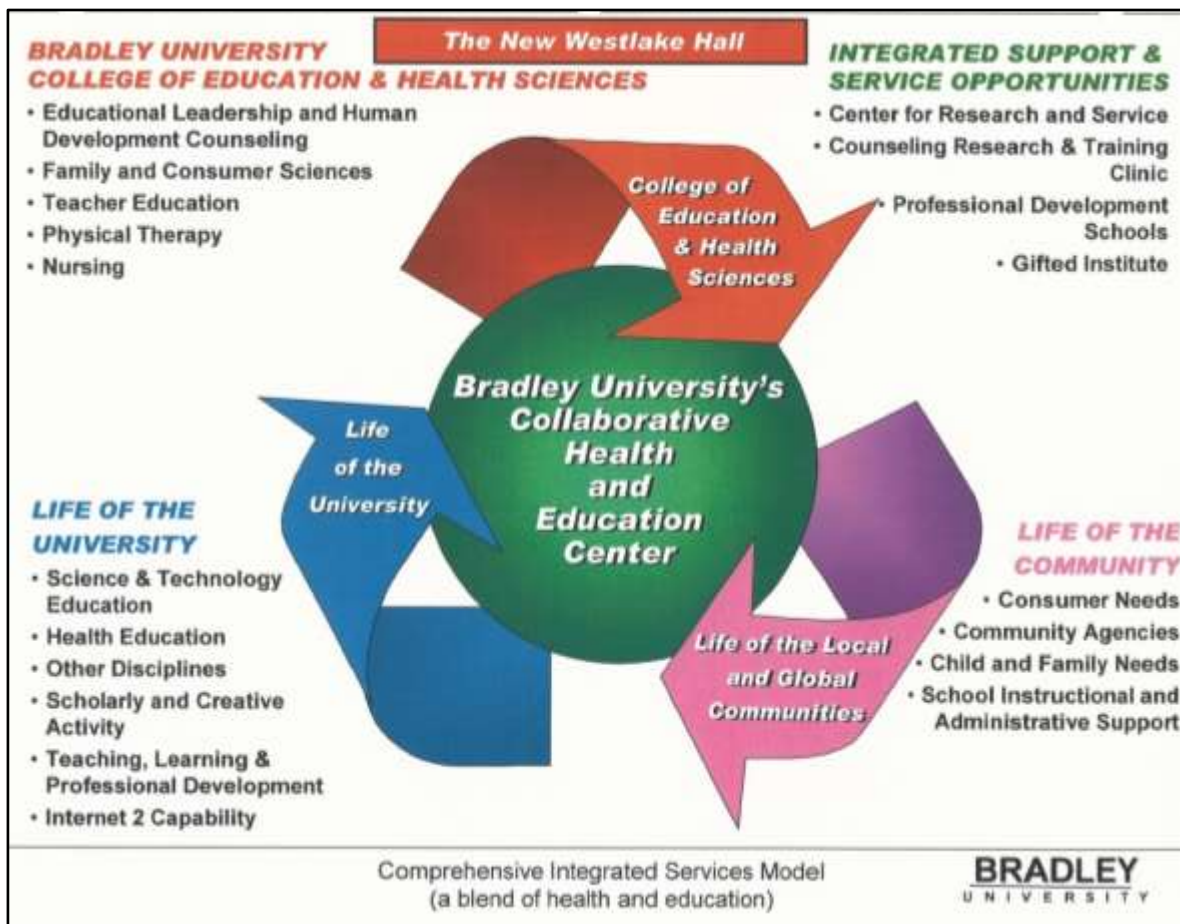
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~ Janet E. Jackson, Kemper Fellow, 2003-2005

partnerships and the Kemper Teaching Academy during the 2003-2004 and 2004-2005 academic years.

Comprehensive Integrated Services Model

During the 2003-2004 academic year, the College's Comprehensive Integrated Services Model guided Bradley's Kemper PDS Project. The goals of the project were to: 1) Support student learning, 2) Prepare professionals in education and health, 3) Provide professional development, and 4) Promote research and inquiry to improve practice. The Bradley PDS sites and PDS site coordinators included Dr. Heljä Robinson for Manual High School; Dr. Shari Britner for Roosevelt Magnet School; and Dr. Bob Davison Avilés for Valeska Hinton Early Childhood Education Center. The Kemper Executive Committee also included Dr. Bob Wolffe, member at-large, and Monica Mueller, who served as our secretary.



Manual High School

During the previous academic year, in November 2002, Dr. Robinson and Dr. Wolffe implemented a code of community at Manual through collaborations with students, faculty, staff, parents, and the community over many months' time. Their work continued throughout 2003-2004, involving Manual and Bradley students and faculty in workshops, presentations, and discussions focused on respect and responsibility. A highlight during 2003-2004 was the participation of students, parents, and community members in a workshop that focused on various school issues such as a poor attendance and respect for others. The code of community provided purposeful efforts to address the multiple

challenges encountered in urban schools and communities. In March 2004, Dr. Robinson, Dr. Wolffe, and I presented this work in a presentation titled "Developing a Code of Community: Challenges for a Professional Development School" at the PDS National Conference in Orlando, Florida.

As the PDS site coordinator for Manual, Dr. Robinson facilitated wonderful learning opportunities for Manual and Bradley students, such as the college simulation project that had been in place since 1999. For another project, students from Dr. Robinson's ETE 280: Exploring Diversity: Learners, Families, and Communities class visited Larry Hendricks' art class at Manual several times to work together with Manual students on a quilt project called Come Together. Mr. Hendricks retired at the end of the school year, and Dr.



Manual art students in Larry Hendricks' class and Bradley teacher education majors in Dr. Robinson's ETE 280 class worked together on a Come Together quilt during spring 2004.

Robinson interviewed him for the spring 2004 *Keeping Current with Kemper* newsletter. Mr. Hendricks reflected, "I changed their concepts of life-long learning" (p. 8).

The Lapland project continued at Manual during 2003-2004 with Dawn Robinson's English class meeting with students at Pello High School in Finland via the Internet. Manual students discussed their cultural differences and asked questions of Pello teacher Mirjami Hyttinen and her students. Additionally, Manual's Future Teachers of Peoria attended the Illinois Reading Council Conference in Springfield. They also visited Northminster Learning Center where Bradley alum Pamela Scranton taught them about the project learning approach used in her preschool classroom.

Other PDS activities included Dr. Robinson and Dr. Wolffe helping parents to organize a rummage sale to support activities at the school. They also assisted with the development of the school improvement plan and evaluated lesson plans for best practices. Fifty-three Bradley students from the departments of teacher education and nursing completed practicum experiences at Manual during the 2003-2004 academic year. At Bradley, Manual's principal Sandy Farkash, taught a section of ETE 280: Exploring Diversity: Learners, Families, and Communities, and Manual teacher Stephanie Long taught a section of ETE 339: Methods of Teaching Mathematics.

"Communicating with the university faculty and getting more future teachers in the building has brought an increased awareness for a lot of university students of societal challenges teachers face."

~ Sandy Farkash, Manual Principal, spring 2004

Sandy Farkash, a long-time supporter of Bradley's Kemper PDS Project, retired in May 2004. In an interview for the spring 2004 *Keeping Current with Kemper* newsletter, Mr. Farkash described Manual's involvement as a Bradley PDS site saying, "Communicating with the university faculty and getting more future teachers in the building has brought an increased awareness for a lot of university students of societal challenges teachers face" (p. 4).

Valeska Hinton Early Childhood Education Center

Dr. Davison Avilés embarked on a year-long project related to diversity, sharing his expertise with the diversity and staff relations committee at Valeska Hinton, which included faculty and staff. The committee spent time reading, discussing, and brainstorming ideas related to diversity. Through weekly meetings, they developed an anti-bias policy. Additionally, a series of definitions and a matrix of diversity goals were developed in alignment with the National Association for the Education of Young Children (NAEYC) standards and the Illinois learning standards, goals, and benchmarks.

Each semester Dr. Davison Avilés and the Kemper Executive Committee met with the Valeska Hinton leadership team, which included Cathy Wiggers, Sharon Doubet, Cathy Welch, Elaine Greer, and Marianne Randle, for consultation, planning, and evaluation. Students and faculty from Bradley and Valeska Hinton benefited greatly from these meetings. For example, at the District 150 Early Childhood Educators' Institute Day, I presented "Women and Heart Disease" as a concurrent session and senior nursing students conducted a mini-health fair. At the health fair, information related to breast and testicular self-exams, fast foods, fad diets, and cardiovascular health was provided. Blood pressure screenings were also conducted.

"Working with Roosevelt was a fabulous opportunity. I was able to mentor Bradley student teachers, some of whom then became Roosevelt teachers. Together, we engaged in research and other projects, often involving community agencies such as Peoria's Ag Lab. I was always impressed with how the Roosevelt teachers came to work every day ready to work with kids who faced varying levels of challenge. It was my privilege to learn with them."

~ Dr. Shari L. Britner, Associate Professor,
Department of Teacher Education

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Roosevelt Magnet School

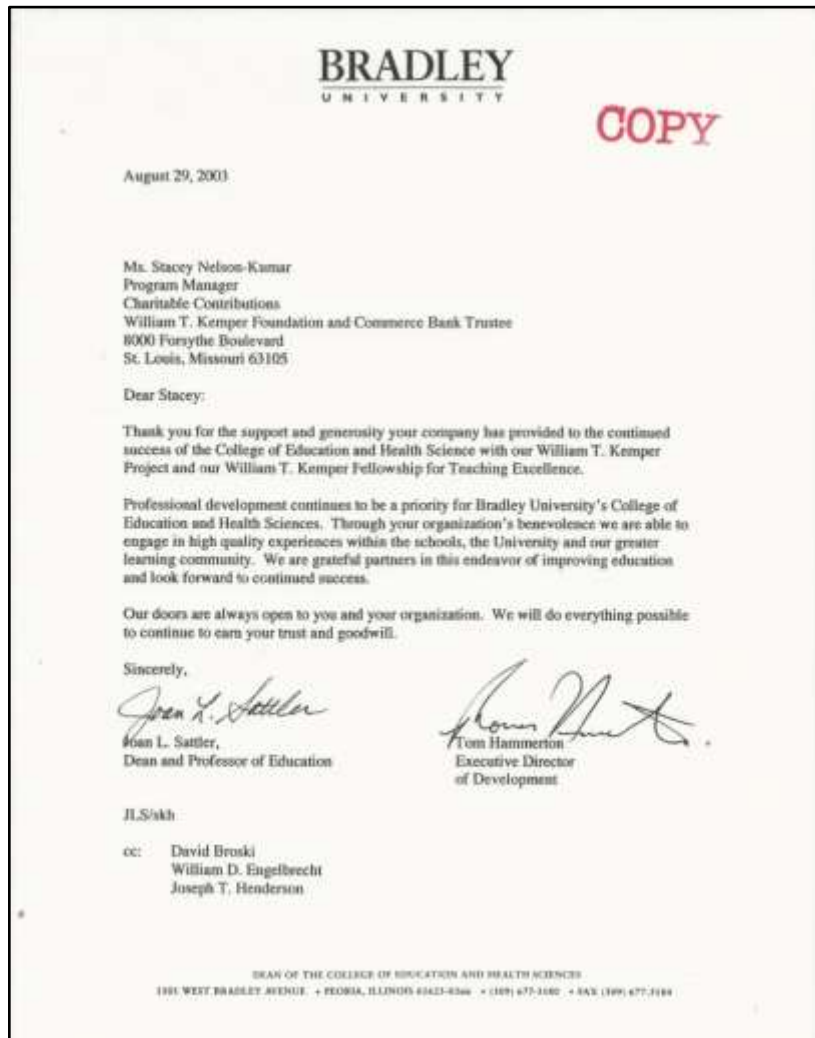
Dr. Britner brought her love of science and education to the faculty and students at Roosevelt as well as to Bradley students from the departments of teacher education and nursing. During spring 2004, Dr. Britner, teacher education student Lisa Carroll, and Roosevelt science teacher Valentine Walker, collaborated to implement a science fair. A Bradley faculty and student collaboration grant was awarded to Dr. Britner and Lisa Carroll, and the grant funds were used to help purchase supplies and materials for Roosevelt students' projects and science fair displays. Bradley students from Dr. Britner's ETE 336: Teaching Science in the Elementary Grades class helped the Roosevelt students with their projects and served as judges for the science fair. In an article published in the spring 2004



Roosevelt students participated in a science fair with support from the Kemper PDS Project.

Keeping Current with Kemper newsletter, Ms. Carroll wrote, "This collaboration was an ideal setting for BU students to apply pre-service training in a real-life environment." In March 2004, Dr. Britner, Ms. Carroll, and Mr. Valentine presented "Collaborating for a Successful Science Fair" at the Illinois Science Teachers' Association (ISTA) Conference in Peoria.

Other PDS activities facilitated by Dr. Britner included a presentation titled "Developing Relationships with Parents" for Roosevelt faculty and staff, working with Roosevelt principal Taunya Jenkins to develop more clinical placements for Bradley student teachers, and facilitating a family literacy night at the school. During the family literacy night, sessions were held for students and for parents. Students made their own books that coordinated with the newly-adopted Open Court reading program, and listened to Peoria area storytellers and musicians including Garry Moore, Lee Wenger, Brian Fox-Ellis, and Bradley Braves basketball players. Parents attended informational sessions about Open Court and how to use reading strategies with their children. By attending sessions, participants earned prize tickets so the evening was enjoyed by all!



Commonalities across Bradley PDS Sites

In addition to site-specific PDS projects there were some projects common to all Bradley PDS sites throughout the year, including the school improvement planning process, a focus on health, and placement of Bradley students for practicum experiences. The Bradley PDS site coordinators were available for consultation related to each PDS site's school improvement plan, participating actively in planning, writing, and implementing the plans. The Bradley PDS site coordinators also assisted with changes that were made to the plans.

I coordinated activities at the Bradley PDS sites that addressed health issues. Bradley registered nurse (R.N.) students completing their bachelor of science in nursing degrees (B.S.N.) were involved with the Bradley PDS sites as a component of their community health rotation under the guidance of Dr. Carol Gard. The nursing students focused on health promotion, teaching, and screening. They worked with the school nurses at the PDS sites and taught classes on various health issues such as teen pregnancy, stress management, asthma, hygiene measures, and women's health issues. Also during the

2003-2004 academic year, several Bradley students in teacher education and nursing completed practicum experiences at Bradley's PDS sites.

Kemper Teaching Academy

The Kemper Teaching Academy met five times during the 2003-2004 academic year. These sessions were well attended by Bradley faculty as well as teachers, staff, and administrators from Bradley's PDS sites, creating a positive and collaborative learning environment. Kemper Teaching Academy topics included information on the newest version of BlackBoard (Bradley's online learning management system at the time), holistic views of the mind-body connection, teaching at-risk students, online education, and collaborating with community agencies. Presenters external to Bradley included Sharon Mindock from the Center for Prevention of Abuse, Kathy Wiggers and Sharon Doubet from Valeska Hinton, Lynne Meyer and Huiping Chen from the University of Illinois College of Medicine, and Larry Hendricks from Manual.

Looking back, the 2003-2004 academic year was full of engaging and fulfilling activities, bringing together individuals from Bradley, the Bradley PDS sites, and the larger community. Everyone involved became part of the PDS kaleidoscope, bringing bursts of color and intertwining patterns that fostered collaboration and provided exceptional learning opportunities for all.

Kemper Academy for Teaching Excellence
2003-2004 Survey

Survey Results

Question	1	2	3	4	5
1. How many times would you like to meet a semester? 2 times a semester - 0 3 times a semester - 5					
2. Did you like having meetings combined with C&E? Comments: 1) Yes, but not every time. 2) Yes, very good.					
Please rate the 2003-2004 Kemper Teaching Academy Sessions in terms of how beneficial they have been to you (1=not beneficial/5=very beneficial)					
3. What's New with Blackboard 6? Comments: 1) good and essential for faculty			1	4	?
4. Holistic View of the Mind-Body Connection Chakras and Consciousness Comments: 1) very powerful			1	4	?
5. Teaching At-Risk Students: Campus Resources that Promote Learning and Emotional Well-Being	1	1	1	1	?
6. Teaching and Learning Online: Faculty and Student Perspectives Comments: 1) unable to attend 2) okay			2	1	6
7. Core Faculty Collaboration (combined with C&E) Comments: 1) very good and important to progress to the University focus.		1	1	2	3

Comments

- I have really enjoyed the sessions this year.
- Well done!
- As a new faculty member, I found this to be very helpful and engaging. I liked the "numbered tables" so I could meet other faculty across the college. Many thanks!

Please give ideas for topics next fall

- Idea for student collaboration with undergrads.
- Handling transcripts and multiple forms of information.
- Speakers from the Tech Center.
- Sharing research or other professional development projects among faculty members and community leaders.