

## **Chapter 16**

### **Another Year of Dynamic PDS Projects: 2010-2011**

#### **Regina Howe Bridges, Licensed Professional Counselor, Children's Home and Pleasant Hill Elementary School**

The 2010-2011 academic year was my second year as the Kemper graduate assistant. During 2010-2011, I, Regina Howe at that time, continued to work under the direction of Dr. Heljä Antola Crowe, who was the Kemper Fellow and also the Bradley PDS site coordinator for Roosevelt Magnet School. Other members of the Kemper Coordinator Council were Dr. Jana Hunzicker, Bradley PDS site coordinator for Manual Talent Development Middle and High School; Dr. Sherrie Pardieck, Bradley PDS site coordinator for Valeska Hinton Early Childhood Education Center; and Dr. Bob Wolffe, Bradley PDS site coordinator for Whittier Primary School. In addition, Mr. Jimmie Moore, the new principal of St. Mark Catholic School, served as an informal member of the council, and Helen Hagen continued as the Kemper administrative support person. We met about once a month to share updates and plan for PDS projects.



The 2010-2011 Kemper Coordinator Council: Dr. Heljä Antola Crowe, Regina Howe, Dr. Sherrie Pardieck, Dr. Jana Hunzicker, Jimmie Moore, and Dr. Bob Wolffe.

#### **2010-2011 PDS Projects**

During the 2010-2011 academic year, each of Bradley's five PDS sites featured at least one dynamic PDS project. At Roosevelt, students' and teachers' health and well-being were the focus. During the fall 2010 semester, the importance of recess and physical education was emphasized by promoting simple aerobic activities such as jumping rope. During spring 2011, Dr. Antola Crowe led a series of workshops on self-care for teachers.

Topics addressed included strategies for time management, dealing with stress, and identifying professional strengths.

At Manual, Dr. Hunzicker, Lynne Anderson-Loy, and Dr. Sharon Desmoulin-Kherat worked together to initiate a new peer observation and reflection process that they called Manual Rounds. Modeled after the medical rounds conducted in hospitals, new-to-Manual teachers observed in experienced Manual teachers' classrooms every six weeks to see effective teaching in action. Following each observation, the new teachers reflected on what they had observed and how they might use it in their own classrooms. Both new and experienced Manual Rounds teachers also attended after school meetings once a month to debrief the observations and discuss teaching-related topics.

"[Through Manual Rounds],  
I enjoyed having the opportunity  
to speak with and problem solve  
with other teachers."

~ New Manual Teacher, fall 2010

At Valeska Hinton, ten Bradley graduate students enrolled in Bradley's new Dietetics program completed internships at Valeska Hinton. Under the direction of Amanda Newell, the dietetic interns visited with students during lunch and snack times to talk about food and nutrition and created classroom learning activities to promote overall health and well-being. During spring 2011, Dr. Patricia Nugent, myself, and several Bradley teacher education majors worked with Kelly Erney and Diann Duke at Valeska Hinton to plan and implement a three day engineering unit for first grade students. The first grade classes learned about magnets before being tasked with building an object that they could push or pull down a magnetic path without using their hands. Using the engineering process model ask-imagine-plan-create-improve, teams of first graders brainstormed a plan for building their object using cardboard rolls, tin cans, water bottles, construction paper, tissue boxes, plastic, rulers, scissors, and glue. Then they built, decorated, and attached magnets to their objects. Finally, the teams tested their objects and made necessary adjustments. Bradley students and faculty assisted the first graders as they worked, and at the end of the week parents were encouraged to visit the class to see the results. It was a really neat project!



During spring 2011, Valeska Hinton first graders used the engineering process model ask-imagine-plan-create-improve to build magnet-powered objects.

At St. Mark, fourth grade students in Bonnie Grierson's class studied the solar system during spring 2011. Under the direction of Bradley student teacher Lauren Fog, each student created a travel brochure to boost interest in their assigned planet as a desirable travel destination in the universe. Each brochure included the planet's position in the solar system, orbit, rotation

on its axis, and other information. When I interviewed Ms. Fog about what she had learned during her student teaching experience at St. Mark, she replied, "Each student has a unique background and learning style. An important aspect of teaching is being able to see these differences and make accommodations for them" (*Keeping Current with Kemper*, Spring 2011, p. 6).

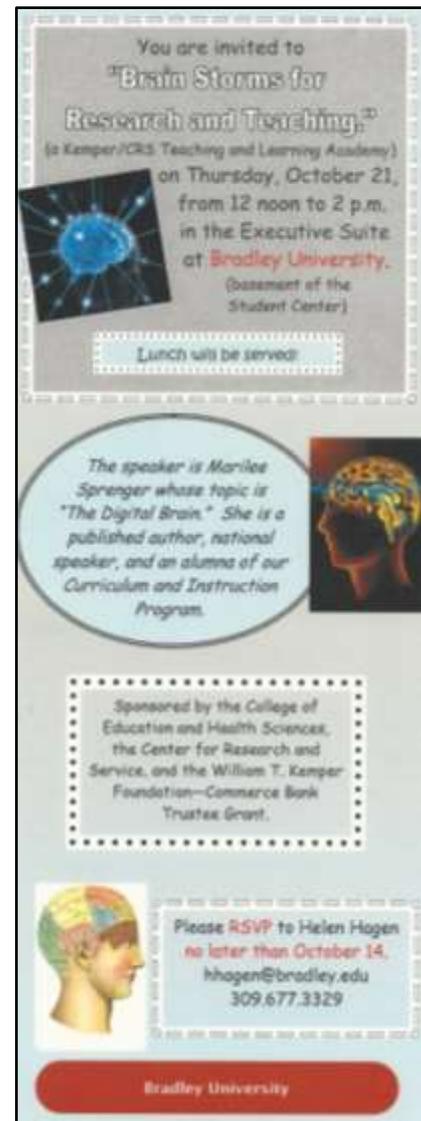
At Whittier, Dr. Peter Olson collaborated with Whittier teachers Angela Beneventi, Denise Fritsch, and Karen Dismang so that Bradley teacher education majors in his ETE 325: Reading Methods K-8 classes could get hands on experience related to assessing and teaching reading. In the spring 2011 issue of *Keeping Current with Kemper*, Dr. Olson explained, "My students are paired with one elementary student. The Bradley students assess their student in phonics and fluency. Then, the Bradley students plan and administer ten individualized lessons for their student." Teacher education majors in Dr. Olson's evening class visited Ms. Beneventi's and Ms. Fritsch's classes on their own; those in his daytime class visited Ms. Dismang's class together every Thursday morning. Also during spring 2011, Whittier principal Renee Andrews and Whittier teachers Lisa O'Malley, Mrs. Dismang, and Kelly Robbins worked with Dr. Wolffe and several Bradley teacher education majors to offer a series of inquiry-based science activities for fourth grade students on Fridays. When fourth graders were asked what they liked about Whittier's new science club, a student named Alexander responded, "I liked separating the salt, iron, and rice a lot, and I liked when I made a road and a paperclip car with a magnet" (*Keeping Current with Kemper*, Spring 2011, p. 10).

Bradley also had one PDS project during 2010-2011 that spanned boundaries across schools. In November 2010, Peoria Grow Your Own (PGYO) teacher candidates Karen Jackson and Antoine Harris at Valeska Hinton and Linda Wilson from Trewyn Middle School co-presented a breakout session with Dr. Antola Crowe at the Illinois Association for Teacher Education (IATE) Fall Conference. Their breakout session "Strengthening the Community: Preparing Teachers for Tomorrow" highlighted the characteristics, skills, and dispositions demonstrated by effective teachers in high-need schools.

### **Kemper Teaching Academy**

As the Kemper graduate assistant, one of my major responsibilities was helping to plan and implement the Kemper Teaching Academy each fall and spring. The fall 2010 Kemper Teaching Academy focused on "Brain Storms for Research and Teaching." Dr. Peggy Flannigan introduced the topic with a YouTube video titled "Did You Know?" Next was a demonstration on using robotic technology to assist individuals who have autism presented by Dr. Patricia Nugent, Dr. Deitra Kuester, and two Bradley teacher education majors. There was also a brief presentation on math and the brain presented by Dr. Jean Marie Grant that included a strategy for stimulating math-related discussion using a human number line. Keynote speaker, Marilee Sprenger discussed "The Digital Brain," focusing on the impact of technology on the brain, and Dr. Lori Russell-Chapin shared the progress of Bradley's Center for Collaborative Brain Research (CCBR). A PowerPoint that I created as part of my graduate assistant duties was also presented. The PowerPoint explained the impact of the brain related to teaching.

The spring 2011 Kemper Teaching Academy focused on self-care. Roosevelt dancers performed and Roosevelt teacher Cheri Wells shared the significance of dance as part of each student's education. Dr. Christopher Rybak gave a keynote presentation titled "Self-



Care and Mindfulness for Positive Mental Health," led guests in a focused breathing relaxation exercise, and introduced HeartMath as one program that can be used to monitor stress levels and help with the practice of relaxation. At the end of the event, guests were given a copy of the book *Managing Teacher Workload: Work-Life Balance and Wellbeing* by Sara Bubb and Peter Earley (2004).

Before we knew it, the 2010-2011 academic year was over. It was a year filled with dynamic PDS projects plus two research-based Kemper Teaching and Learning Academies. Looking back, I am glad I had the opportunity to be part of making it all happen.

### **A Brief History of Peoria Full Service Community Schools**

Julie Schifeling, Former Coordinator, Peoria Full Service Community Schools

In the community school model, public schools, non-profit organizations and local businesses come together to provide a broad range of programs and services for students and their families to support comprehensive child development. In 2006, this model was adopted by Peoria Public Schools as a pilot for Garfield Primary School, Trewyn Middle School, and Manual High School. A small non-profit acted as lead agency. In 2007, when the pilot program hit a roadblock, Bradley University stepped in. Beginning in 2010, Bradley's College of Education and Health Sciences assumed the lead agency role for the program, reorganized its advisory council, and began implementing and promoting the model at the pilot schools. As universities rarely assume the lead agency role in the community school model, this was a unique situation that provided unexpected opportunities. One immediate and direct result of Bradley's involvement was receipt of a \$300,000 grant from Illinois Children's Healthcare Foundation. Unfortunately, before Bradley could receive the grant dollars, Garfield was closed. As a result, Harrison Community Learning Center became Peoria's third community school.

Dr. Joan L. Sattler, Dean of the College, believed the community school initiative was a perfect collaborative fit with Bradley's Kemper PDS Project because of the project's long history partnering with area schools. In addition, the community schools model met the first and fifth goals of the Bradley PDS Partnership: To support and improve student learning and achievement and to support the health and well-being of students, their families, and the professionals who serve them. Toward these ends, Dr. Jana Hunzicker joined the Peoria Full Service Community Schools (FSCS) Advisory Council. Her dual PDS/FSCS role was invaluable in communicating the collaborations already taking place in the selected schools, helping with the selection of three FSCS resource coordinators, and assisting in the creation and presentation of the community schools model to faculty and staff at all three community schools. In 2012, Trewyn, Manual, and Harrison also became Bradley PDS sites. The same year, Bradley's PDS/FSCS collaboration was published in an *InterBusiness Issues* article co-authored by Dr. Sattler, Dr. Hunzicker, Peoria Public Schools Superintendent Dr. Grenita Lathan, and me. The article educated the community about Peoria Full Service Community Schools and highlighted the positive impact of the unique collaboration between Bradley University, Bradley's PDS Partnership, and Peoria Public Schools.

### **References**

- Bubb, S., & Earley, P. (2004). *Managing Teacher Workload: Work-Life Balance and Wellbeing*. Thousand Oaks, CA: Sage Publications, Inc.
- The Federation for Community Schools (n.d.). Retrieved from <http://www.ilcommunityschools.org/>