

Chapter 19

Humming Along: 2013-2014

Dr. Jana Hunzicker, Associate Professor, Department of Teacher Education

The 2013-2014 academic year found the Bradley Professional Development Schools (PDS) Partnership humming along in terms of established and new PDS projects and initiatives. During 2013-2014, the Bradley PDS Council comprised six members: Dr. Bob Wolffe, Bradley PDS site coordinator for Manual Academy, Roosevelt Magnet School, St. Mark School, and Trewyn K-8 School; Dr. Peter Olson, Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Education Center, and Whittier Primary School; myself, Dr. Jana Hunzicker, William T. Kemper Fellow for Teaching Excellence; Sally Miller, our Kemper administrative support person; and Anastasia Chernetskaya, our Kemper graduate assistant. In November 2013, Bradley's College of Education and Health Sciences welcomed Annette Raver as licensure officer and clinical experiences coordinator. Ms. Raver replaced Dr. Noreen Dillon, who had assumed the principalship at St. Mark the previous summer. In December 2013, following Anastasia's graduation from Bradley, Emily Lawrence became our Kemper graduate assistant for the spring 2014 semester.

"The experience of being a PDS graduate assistant helped me to see the U.S. schools, the teaching process, and the process of teacher preparation firsthand. It was extremely valuable for me."

*~ Anastasia Chernetskaya,
Kemper graduate assistant,
2013-2014*

Meeting Specific PDS Needs

One priority of the Bradley PDS Council during 2013-2014 was to provide resources for teachers and students at Bradley PDS sites based on each school's specific needs. During the fall 2013 semester, the Bradley PDS Partnership paid registration and travel expenses for two teachers from each Bradley PDS site to attend the 2013 Illinois Association of Teacher Educators (IATE) Fall Conference, paid registration for two teachers from Manual to attend the 2013 Illinois Science Teachers Association (ISTA) Conference, waived room rental and paid catering expenses for a St. Mark leadership team strategic planning meeting in Bradley's recently-renovated Westlake Hall, and paid travel expenses for one Roosevelt teacher to present at the Association for Middle Level Education (AMLE) Annual Conference. In addition, each Bradley PDS principal was offered a \$300 budget for supplies to enhance teaching,

learning, health, and well-being in their schools. Supplies purchased during fall 2013 included inquiry-based science materials, P. E. and playground equipment, professional books for teachers, fiction and non-fiction trade books for students, and a variety of behavioral incentives for students.

One of My Most Rewarding Experiences at Bradley
Dr. Peter Olson, Bradley PDS Site Coordinator, 2012-2014

During my four years as an assistant professor at Bradley University, I served as one of our faculty liaisons to local public schools. Because of the generous support of the Kemper Foundation, I was afforded time and resources to develop and maintain school-university partnerships between Bradley and PK-12 schools. One of our strongest partnerships was with Whittier Primary School. One project that I developed with the Whittier faculty consisted of students in my reading methods course tutoring first graders at this school. Each semester, every student enrolled in this course was matched with a first grader at Whittier. For nine weeks, my students prepared and administered lessons on phonics, fluency, and comprehension for their first grade partners. This project provided an excellent opportunity for the college students to apply their newly acquired pedagogical knowledge, as well as providing the primary students with one-on-one instruction. The teachers, students and administrators at Whittier, as well as the Bradley University students, were very grateful for this partnership. I found this partnership to be one of my most rewarding experiences at Bradley.

Replication and Expansion of PDS Projects

By fall 2013, several Bradley PDS projects and initiatives were either replicated or expanded to include new Bradley PDS sites or additional outreach. For example, a classroom partnership between Dr. Olson's ETE 313: Methods of Literacy I course and primary-level classes at Whittier were implemented for the seventh semester during fall 2013. The success of this particular classroom partnership inspired other professors of ETE 313 to involve their classes as well. During the spring 2013 and fall 2013 semesters, Dr. Cecile Arquette partnered her ETE 313 class with a second grade class at St. Mark. In fall 2014, Dr. Arquette, Dr. Olson, and I co-wrote a manuscript with Whittier principal Douglas Atkins describing this ongoing Bradley PDS project. In 2016, our manuscript was published as a book chapter in *Evaluating Teacher Education Programs through Performance-Based Assessments* (Hunzicker, Arquette, Olson, & Atkins, 2016).

In another example of replication and expansion, a classroom partnership between Dr. Heljä Antola Crowe's ETE 235: Methods for Teaching English Language Learners (ELL) course and a kindergarten ELL classroom continued for a second semester, moving from Harrison during spring 2013 to Glen Oak during fall 2013. A third classroom partnership between my ETE 315: Methods of Literacy II course and a sixth grade class at Roosevelt during fall 2012 expanded during fall 2013 to include a presentation at the Association for Middle Level Education (AMLE) Annual Conference in Minneapolis, Minnesota. Bradley student teachers Megan Hickey and Alyssa McClenthen, Roosevelt teacher Teresa Biddison, and I presented a roundtable discussion titled "Reading, Writing, and Fitness: A Sixth Grade Classroom Partnership" at this national conference. Following the conference, Alyssa McClenthen reflected:

I enjoyed being able to participate in conversation with practicing teachers about ways to enhance and support student learning...As a pre-service teacher, this opportunity not only prepared me for the realities of the education field, but also made me excited to begin my teaching career (*Bradley PDS Partnership Post*, fall 2013, p. 2).

The four of us went on to publish two manuscripts about our collaborative experiences: "Four Reasons Why Pre-service and Practicing Teachers Should Present at National Conferences" (Hunzicker, Biddison, Hickey, & McClenthen, 2014) and "Pre-service Teachers and Sixth Graders: Learning from Each Other" (Hunzicker, Hickey, McClenthen, & Biddison, 2016).

By fall 2013, Manual's academic progress conferences (APCs) and Manual Rounds had become well-established as a result of support provided by the Bradley PDS Partnership.

Manual APCs, held four times each academic year, enabled seventh through twelfth grade students to meet one-on-one with a community volunteer to discuss their quarterly progress reports and ask questions about college and career. Beginning in fall 2008, the Bradley PDS Partnership began encouraging Bradley faculty, staff, and students to participate in Manual



Bradley pre-service teachers (L to R) Jen Wolfe, Amanda Rokaitis, Michelle Issen, Tasha Stancin, Claire Annes, Emily LaCost, Zak McArdle, Mike Underhill, and Katia Petsas were among many who participated in Manual APCs during the spring 2014 semester.

APCs, and typically about five faculty, staff, and counseling interns did so each year. For the first time during fall 2013, the Bradley PDS Council encouraged undergraduate teacher education majors to participate as well, and 18 stepped up along with four College faculty/staff members. As a result, Bradley's fall 2013 participation in Manual APCs increased 76% from spring 2013. Bradley PDS projects such as the ETE 313 and ETE 315



Manual teachers Devon Blackburn, Brian Cioni, and Amanda Liaromatis participated in Manual Rounds during fall 2013.

classroom partnerships and Manual APCs helped us to accomplish Goal 1 of the 2012-2014 "Lifelong Learning and Leadership" strategic plan: To support and improve student learning and achievement.

Manual Rounds, a structured peer observation and discussion process to support the school's new teachers, was first initiated through the Bradley PDS Partnership in 2009. Each year between 2009 and 2012, changes were made to improve the Manual Rounds experience, but during fall 2013 a complete re-design revitalized the professional development process significantly: Substitute teachers were hired by Manual to allow teachers to observe several classrooms in succession, new teachers were clustered into small groups so that they

could observe the same classrooms at the same time, four Bradley professors were asked to lead each small group, and the entire process was conducted during the first twelve weeks of the school year, when new teachers need the most support. On a survey administered late in the fall 2013 semester, one new teacher reflected, "Rounds allowed me to observe how teachers manage their classrooms and work with students in different situations. Manual is such a big school; it was a great way to meet some of the staff" (*Bradley PDS Partnership Post*, fall 2013, p. 8). Manual Rounds addressed Goal 4 of the 2012-2014 strategic plan: To promote best practices in teaching, learning, and leadership.

The leaders of the revised Manual Rounds process were Tanya Jenkins and Martha Ewan-Skorczewski from Manual and Dr. Wolffe, Dr. Jenny Tripses, Dr. Patricia Chrosniak, and myself from Bradley. We agreed that Manual Rounds was another Bradley PDS project that needed to be shared with others. In addition to presenting a concurrent session titled "The History and Progression of Manual Rounds: A Structured Peer Observation Process for Teachers in Urban School Settings" at the 2015 National Association for Professional Development Schools (NAPDS) Annual Conference, we also wrote a manuscript with the same title for the journal *School-University Partnerships* (Hunzicker, Tripses, Wolffe, Jenkins, Ewan-Skorczewski, & Chrosniak, in press).

"[Manual Rounds] was very helpful to Manual teachers, both veterans and those new to the building. The Rounds program gave us an opportunity to talk to each other in a non-threatening and non-evaluative setting about the victories and the challenges of our jobs."

~ Martha Ewan-Skorczewski, Manual interventionist, spring 2014

Innovative PDS Projects

While maintaining established PDS projects during 2013-2014, the Bradley PDS Council also made an effort to innovate. First-time (or renewed from years past) Bradley PDS projects implemented during fall 2013 included service dog presentations at Harrison by nursing student Jenny Lapke; response to intervention support at Whittier; a classroom technology study by Ms. Chernetskaya at St. Mark, Whittier, and Glen Oak; first day of school support at Manual; recess/recreation/physical education activities at Roosevelt and St. Mark; and a classroom presentation about career exploration at Roosevelt.

During the fall 2013 semester, 60 Bradley pre-professionals completed clinical experiences at Bradley PDS sites. Moreover, the Bradley PDS Council worked with Bradley's Department of Teacher Education to pilot and implement two initiatives related to clinical experiences and internships. A model that involved clustering two to three teacher education majors within the same classroom for their first- and second-year clinical experiences was piloted at Whittier with great success during fall 2012 and implemented fully in spring 2013. Due to increased support and efficiency, this practice continued into fall 2013 with the intention to cluster the first- and second-year clinical placements from that point forward.

In addition, during spring 2013, the new education Teacher Performance Assessment (edTPA) had been piloted at Whittier with three Bradley student teachers. During fall 2013, a second pilot was conducted for all Bradley novice teachers. Emphasizing clinical experiences at Bradley PDS sites accomplished Goal 2 of our strategic plan: To prepare professionals in education and health sciences. Moreover, piloting these new initiatives with Bradley PDS sites enabled the various departments within the College to work out the bugs on a smaller scale before moving toward larger-scale implementation. Conducting innovative pilots such as these were perhaps the most valuable aspect of Bradley's ongoing PDS relationships with area schools.

PDS Support for Teachers and Students

In November 2013, the Bradley PDS Partnership chartered a 55-passenger bus to the Illinois Association of Teacher Educators (IATE) Fall Conference in Bloomington-Normal.

Twelve Bradley professors, 16 practicing teachers and administrators, 12 student teachers, and 11 teacher education majors attended the conference; and 27 Bradley students, professors, and representatives from Bradley's PDS sites presented at the conference. Reflecting on the experience, 100% of those who rode the bus to and from the conference reported that they learned something new about teaching and learning; 100% reported that they learned something they could use in their classroom, and 85% felt they had opportunity to network with other professionals. One Bradley student teacher reflected, "It was a wonderful

"The Bradley students enjoyed their time at St. Mark immensely, particularly being in a fine arts classroom. Many times, their field experiences are limited to core subjects. The St. Mark/ETE 199 partnership was a win/win activity for both schools!"

~ Karen Henderson, Bradley ETE 199 instructor, spring 2014

conference with lots of interesting interaction and ideas." Pamela Orton, a fifth grade teacher at Harrison, summarized, "I took some great ideas away from this conference. I am excited to use them in my classroom!" (*Bradley PDS Partnership Post*, fall 2013, p. 10). In addition to supporting Goal 4, our trip to the IATE Fall Conference also supported Goal 3 of our strategic plan: To provide lifelong learning experiences and leadership opportunities.

One Bradley PDS project that particularly stood out during spring 2014 was the classroom partnership between St. Mark's art classes and pre-service teachers in Bradley's ETE 199: Art in the P-8 Schools course. Throughout the year, St. Mark art teacher Judy Placko worked with ETE 199 instructor Karen Henderson to engage Bradley pre-service teachers in helping St. Mark students complete various drawings, paintings, and sculptures

in preparation for the school's first-ever St. Mark Fine Arts Fair, which was held at the Prairie Center of the Arts Galleries in downtown Peoria from March 12-17, 2014. The original student artwork was amazing, and the hands on engagement of Bradley's ETE 199 students added authenticity to the course that otherwise would not have been



A variety of student artwork was displayed at the St. Mark Fine Arts Fair in March 2014.

possible. Following the fine arts fair, Mrs. Henderson reflected, "The Bradley students enjoyed their time at St. Mark immensely, particularly being in a fine arts classroom. Many times, their field experiences are limited to core subjects. The St. Mark/ETE 199 partnership was a win/win activity for both schools!" (*Bradley PDS Partnership Post*, spring 2014, p. 9).

Student Health and Well-being

During spring 2014, three special Bradley PDS projects were initiated by Department of Teacher Education faculty and staff to support students' health and well-being. The first

was an anti-bullying effort called STRETCH (Students Ready to Make Change). Founded by Dr. Twila Lukowiak and Dr. Celia Johnson, the purpose of STRETCH was to prepare and deliver group presentations for elementary, middle, and high school students on the topic of combatting bullying by promoting kindness. In the spring 2014 *Bradley PDS Partnership Post*, STRETCH member Kally Kibitlewski explained:

We strive to create presentations that are interesting, relatable, and impacting within a 45-minute time frame. The yearning to make a difference in the school systems about a topic that has been otherwise swept under the rug is evident in each of the members of this team. If we can create a lasting positive impression on just one student, all of our work will be worth it (p. 11).

Fifteen Bradley pre-service teachers comprised the group's charter membership. Since spring 2014, the STRETCH program has expanded in number and scope, with presentations throughout the Peoria area and beyond. In spring 2016 STRETCH became an official Bradley Student Organization.

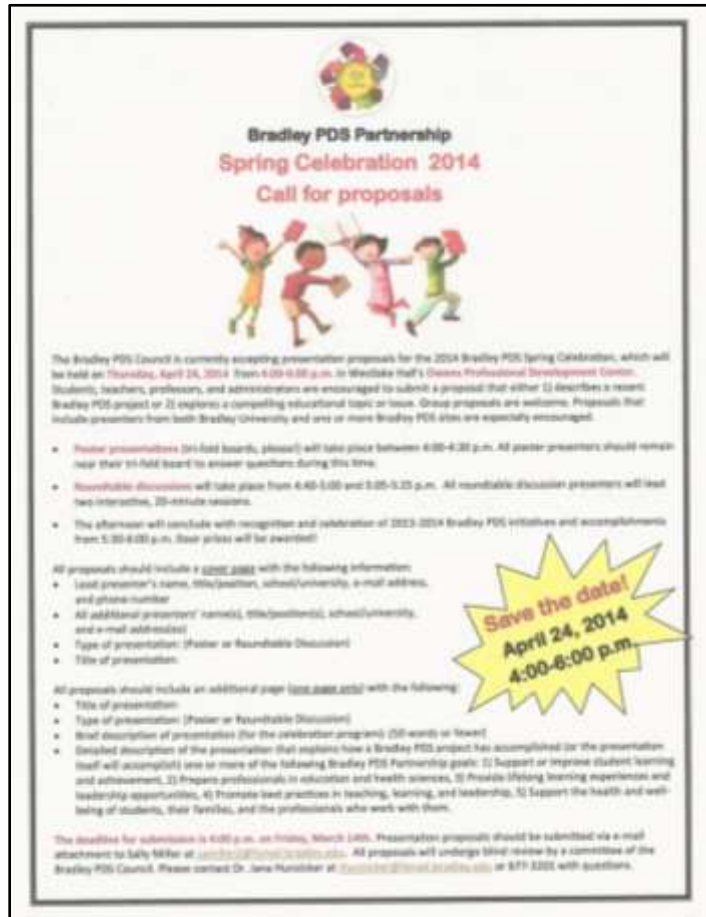
A second faculty-initiated Bradley PDS project during spring 2014 was the design and construction of sensory boards for students with autism. Dr. Deitra Kuester worked with Bradley graduate students Catherine Caldwell and Katie Hellige to completely cover medium-sized peg boards with materials of various colors, shapes, and textures. In addition to offering sensory boards to Bradley PDS teachers during fall 2013, Dr. Kuester and her students donated two sensory boards as door prizes at the 2014 Bradley PDS Partnership Spring Celebration. Third, Dr. Wolffe worked with Mike Underhill and other Bradley teacher education majors to create and implement interdisciplinary lessons related to baseball that culminated with attendance at a May 2014 Peoria Chiefs minor league baseball game. On the day of the game, each student enjoyed baseball, friendships, and sunshine, along with a complimentary hot dog, chips, and soda. Each of these PDS projects helped us to accomplish Goal 5 of the 2012-2014 Lifelong Learning and Leadership Strategic Plan: To support the health and well-being of students, their families, and the professionals who work with them.



Sharing and Assessing Bradley's PDS Work

During spring 2014, the Bradley PDS Council continued to disseminate research and offer ideas and practical applications related to various Bradley PDS projects and initiatives.

In February 2014, Dr. Olson and I delivered a presentation at the 2014 National Association for Professional Development Schools (NAPDS) Conference in Las Vegas, Nevada titled "Implementing the New Teacher Performance Assessment, edTPA, in PDS Schools," which described Bradley's pilot of the edTPA at Whittier during the spring 2013 semester. In April 2014, over 115 people attended the Bradley PDS Partnership Spring Celebration in the Westlake Hall Atrium and Owens Professional Development Center. This interactive mini-conference featured 21 conversational poster sessions and 15 roundtable discussions about recent Bradley PDS projects and compelling educational topics. The event provided an opportunity for PDS pre-professionals, practitioners, and professors to engage in lifelong learning and leadership on behalf of PK-12 students (pre-kindergarten through high school). In all, 13 practicing teachers and administrators, five Bradley graduate students, three Bradley nursing students, nine Bradley pre-service teachers, 15 Bradley novice teachers, 10 Bradley student teachers, and 26 Bradley faculty members presented at the event.



The poster features a colorful logo at the top with the text "Bradley PDS Partnership Spring Celebration 2014 Call for proposals". Below the logo is an illustration of four children in colorful clothing jumping joyfully. The main text of the poster provides details about the event, including the date and time (Thursday, April 24, 2014, from 4:00-8:00 p.m. in Westlake Hall's Owens Professional Development Center). It lists the types of presentations accepted: poster presentations (9:00-4:30 p.m.) and roundtable discussions (4:40-5:00 p.m. and 5:05-5:25 p.m.). A yellow starburst graphic on the right side of the poster says "Save the date! April 24, 2014 4:00-8:00 p.m.". The bottom of the poster includes a deadline for submissions (Friday, March 14th) and contact information for Dr. Jane Harshbarger.



Fifteen roundtable discussions were presented at the 2014 Spring Celebration.

Bradley teacher education major Samantha Burch reflected, "The Spring Celebration helped me grow as not only a future teacher but as a human being. It gave me topics to think about that I might never have considered on my own" (*Bradley PDS Partnership Post*, spring 2014, p. 2). The Spring Celebration was another way for us to accomplish Goals 3 and 4 of our strategic plan.

The 2012-2014 Bradley PDS Partnership "Lifelong Learning and Leadership" grant proposal identified pre-post data as a means of determining changes that would occur throughout the duration of the three-year term of the grant. As part of the strategic planning process, the Bradley PDS Council used an evaluation tool,

called the stakeholder survey, that assessed progress toward the strategic plan's five goals. In November 2012, the Bradley PDS Council first administered the stakeholder survey to teachers, administrators, and other professional staff members at Bradley's eight PDS sites to establish baseline data. In May 2013 and May 2014, the stakeholder survey was administered a second and third time. In May 2014, a total of 222 surveys were returned, yielding a 48% response rate.

The Bradley PDS Partnership supports:	November 2012	May 2013	May 2014
Student learning and achievement.	69%	75%	79%
Preparation of future education professionals.	70%	80%	79%
Preparation of future health professionals.	40%	44%	47%
Leadership.	58%	66%	71%
Professional development.	60%	66%	66%
Students' health and well-being.	58%	62%	60%
Students' families' health and well-being.	42%	51%	55%

Bradley PDS Partnership Stakeholder Survey Comparison: 2012 to 2014

The May 2014 stakeholder survey responses showed that the percentage of stakeholders who believed the Bradley PDS Partnership promoted positive outcomes increased over the 2012-2014 grant term in all areas surveyed. The survey data further showed that the two areas rated highest by stakeholders related to PK-20 (pre-kindergarten through graduate school) student growth and achievement; stakeholders recognized that the Bradley PDS Partnership was strong in the areas of supporting student learning and achievement (79%) and preparing future teachers (79%). In May 2014, stakeholders also believed that the Bradley PDS Partnership supported the work of PDS school leaders (71%) as well as PDS teacher professional development (66%). Additionally, many stakeholders believed that the partnership supported students' health and well-being (60%), the health and well-being of students' *families* (55%), and the preparation of future nurses, dieticians, physical therapists, etc. (47%). These data affirmed the work of the Bradley PDS Partnership during the 2013-2014 academic year in terms of established and new PDS projects and initiatives. As a result, in December 2014, Bradley's College of Education and Health Sciences was awarded another grant from the William T. Kemper Foundation-Commerce Bank, Trustee to continue its important work for another two-year term.

References

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.

Hunzicker, J., Biddison, T., Hickey, M., & McClenthen, A. (2014). Four reasons why pre-service and practicing teachers should present at national conferences. *Journal of Middle Level Education in Texas*, 1(1), 61-66. Retrieved from http://pomlet.weebly.com/uploads/2/0/7/9/20798942/journal_of_middle_level_education_in_texas_vol1issue1.pdf

Hunzicker, J., Hickey, M., McClenthen, A., & Biddison, T. (2016). Pre-service teachers and sixth graders: Learning from each other. *PDS Partners*, 12(1), 1-5.

Hunzicker, J., Tripses, J., Wolffe, R., Jenkins, T., Ewan-Skorczewski, M., & Chrosniak, P. (in press). The history and progression of Manual Rounds: A structured peer observation process for teachers in urban school settings. *School-University Partnerships*.