

Chapter 12

A New PDS Partner, plus Culture, Art, and Fish: 2006-2007

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During the 2006-2007 academic year, Dr. Heljä Antola Crowe took on the role of Kemper Fellow in addition to her role as Bradley professional development school (PDS) site coordinator for Manual High School. Dr. Shari Britner and Dr. Sherrie Pardieck continued as Bradley PDS site coordinators for Roosevelt Magnet School and Valeska Hinton Early Childhood Education Center. Helen Hagen and Carrie VanDyke continued in their roles as secretary and graduate assistant for the Kemper Project, and I, Dr. Cecile Arquette, became the newest member of the Kemper Executive Committee, serving as the new Bradley PDS site coordinator for Whittier Primary School. Highlights of the year at each of Bradley's four PDS sites ranged from supporting literacy, mathematics, and art to welcoming grandparents and promoting college education to high school students.

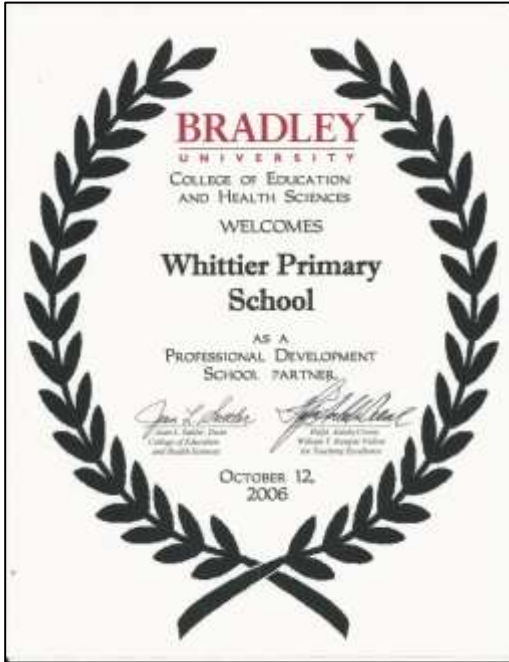


The 2006-2007 Kemper Executive Committee (L to R): Dr. Shari Britner, Dr. Cecile Arquette, Dr. Bob Wolffe, Carrie Van Dyke, Dr. Sherrie Pardieck, and Dr. Heljä Antola Crowe.

Welcoming Whittier

Whittier Primary School officially became a Bradley PDS site on October 12, 2006 at a welcoming celebration luncheon that featured the signing of Bradley University's official Professional Development School Partnerships Agreement by College of Education and Health Sciences dean, Dr. Joan L. Sattler, Dr. Antola Crowe, Whittier principal Dr. Sharon Desmoulin-Kherat, Whittier teacher representative Stacy Krei, and Whittier parent representative Michelle Wagner.

Whittier joined Bradley's Kemper PDS Project with an impressive record of accomplishments. In 2005, the school had been recognized by the United States Department of Education with the National Blue Ribbon Award. This prestigious award "recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups" (United States Department of Education, 2016, para. 1). In 2006, Whittier was one of five schools to receive the National Center for Urban School Transformation's Excellence in Education Award, which "acknowledges and rewards outstanding urban schools who have raised the bar for urban schools everywhere" (National Center for Urban School Transformation, n.d., para 1). In September 2006, shortly before the official Bradley PDS signing ceremony, Whittier received its third Illinois Spotlight School Award from the Illinois State Board of Education (Illinois Interactive Report Card, 2014). Being able to include Whittier as a Bradley PDS partner was welcomed by everyone involved, especially since the school, which was located only two blocks from campus, already had a longstanding working relationship with Bradley.



Whittier Primary School

Although Whittier did not officially join Bradley's Kemper PDS Project until October, I began working with the school's faculty and staff in August 2006 to help define our partnership goals, which included working with best practices in the classroom and increasing daily, meaningful writing. During the fall 2006 semester, I began an enrichment program for third grade students who read above grade level that featured literature circles and writing projects. I also found a volunteer to help provide technology teaching for two of the three third grade classes and worked with the volunteer to write a grant to purchase books for Whittier's library.

During the spring 2007 semester, Whittier PDS activities and events ranged from my twice-weekly tutoring in a second grade classroom, to finding Bradley art majors to support creative projects in various classrooms, to planning and implementing a math night for families, to supporting one Whittier teacher's interest in becoming an adjunct instructor for Bradley. I also arranged two visits to Bradley's campus. Kindergarten students toured several buildings on campus before enjoying ice cream cones at the Michel Student Center, and fourth grade students took a



Dr. Joan L. Sattler and Dr. Sharon Desmoulin-Kherat signed the official Bradley-Whittier PDS partnership agreement on October 12, 2006.

campus tour that included a stop at the WCBU radio station and Bradley's Cullom-Davis Library.

In addition to facilitating PDS projects for Whittier students, Bradley pre-service teachers in my ETE 353: Methods of Teaching Language Arts K-8 classes participated in a dialog journal writing project throughout the spring 2007 semester. All classes at Whittier, except second grade, wrote back-and-forth with the Bradley pre-service teachers. The dialog journal writing project continued for several semesters, and subsequently led to a national presentation and publication by myself and two of my Bradley students. In March 2009, Erin Nichols, Jamie Taylor, and I co-presented "Dialog Journaling at a PDS: Preservice Teachers Write with Elementary Students in a Professional Development School" at the PDS National Conference in Daytona Beach, Florida. In 2011 the corresponding manuscript was published as a chapter in the edited book *Investigating University-School Partnerships* (Arquette, Nichols, & Adolphson, 2011).

Manual High School

At Manual, Dr. Antola Crowe started off the year presenting a workshop titled "Positive Engagement Learning Environments" with Dr. Patricia Nugent and Dr. Pat Chrosniak. As the year progressed, Dr. Antola Crowe continued her successful cross-cultural collaboration project that had started during the 2005-2006 academic year. This project connected students from Bradley, Manual, and Lumo High School in Finland via e-mail and in-person visits. Following a particularly eventful day of the project, Endelisa, a participating Manual student noted, "I got to talk to a person from Finland the whole day. I also got to know her a lot better. I think I've made a good friend. Today was pretty fun and at times quite embarrassing. Still, I wish they could have stayed a lot longer" (*Keeping Current with Kemper*, fall 2006, p. 7). Other Manual projects that continued from previous years included the college simulation project, which gave Manual students an opportunity to go to college classes, visit a dorm, and eat lunch on campus; and the community project (previously called the civility project), which involved Dr. Antola Crowe's ETE 280: Exploring Diversity: Learners, Families, and Communities class. Throughout the spring 2007 semester, the ETE 280 students went on several site visits to Manual where they observed and worked with students who represented a variety of ages and diversities. Casey McGowan, one Bradley student who participated in the project, reflected:

"The visits to Manual have changed my understanding of how to be a teacher because it helped me to realize that the plans you have for class may not always work."

~ Casey McGowan, Bradley ETE 280 student, spring 2007

It was a good learning experience for me and [taught] me how to interact with many different types of students. The visits to Manual have changed my understanding of how to be a teacher because it helped me realize that the plans you have for class may not always work (*Keeping Current with Kemper*, Spring Semester 2007, p. 3).

Similarly, Bradley student Tim Beutel reflected, "I truly hope to continue to learn more about diversity in schools because it will help me immensely when I become a teacher...I really hope to be more to the students than just a knowledge passer" (p. 3).

Other outreach and community-supported projects at Manual included the College YES! program, a partnership supported by Ameren/CILCO and Illinois Central College in East Peoria, which was designed to mentor students and foster their continuing education; and the Quantum Opportunities program, conducted in partnership with the Children's Home to promote academic achievement and community service. Additionally, throughout the 2006-2007 academic year, Dr. Antola Crowe mentored a Manual Spanish teacher who had moved to Peoria from the country of Spain, helping him adjust to the United States and also to Manual's school culture.

Roosevelt Magnet School

At Roosevelt, Dr. Britner began the year with a new PDS project, called the visiting scientist program. Every few weeks, visitors employed or experienced in various scientific fields traveled to Roosevelt to work with sixth grade science classes. In fall 2006, Roosevelt's three-year kinetic sculptures project reached its conclusion. Initiated in 2004, this cooperative project was coordinated by Dr. Britner and Roosevelt teachers Valentine Walker and Toni Frei in collaboration with Fisher Stolz and his sculpture students in Bradley's Department of Art. The project began with small scale models of simple machines that Roosevelt students learned about in their science classes. Next, full size sculptures were created in Bradley's sculpture studio, and finally, the sculptures were installed in the Roosevelt Courtyard with parental help. The sculptures ranged from five to 15 feet in height and were installed as permanent additions to the courtyard. In the Fall Semester 2006 issue of *Keeping Current with Kemper*, Dr. Britner commented, "It has been a long path with numerous detours and delays, but soon [the sculptures] will be ready for students and teachers to incorporate into science and art lessons" (p. 4).



In September 2006, parent volunteers installed student-designed and created sculptures in the Roosevelt Courtyard.

During 2006-2007, Dr. Britner continued her work to boost Roosevelt special education students' adequate yearly progress in mathematics by coordinating efforts between Bradley and Roosevelt. To accomplish this, she worked with Bradley's Dr. Lori Peterson and involved one of her own classes in providing regular academic support for the Roosevelt students. During spring 2007, Dr. Britner also coordinated two campus visits to Bradley. During one visit, sixth, seventh, and eighth grade students in Connie Schwartzentraub's gifted and talented class attended one of Michelle Edgcomb's SCI 101: Science for Educators classes and stopped by Bradley's Office of Undergraduate Admissions. During another campus visit, Roosevelt art students visited one of Fisher Stolz's art classes.

Valeska Hinton Early Childhood Education Center

At Valeska Hinton, Dr. Pardieck led a very productive year. In July 2006, she participated in a day-long strategic planning meeting, where parents, former and current teachers, community members, and administrators continued work started during the previous school year. In October 2006, Valeska Hinton was recognized when the school's professional development team received a 2006-2007 Those Who Excel Award of Merit from the Illinois State Board of Education for their work during the summer of 2006 to develop a professional development portfolio system that Valeska Hinton teachers could use to document participation in and reflection on professional learning activities and instructional practices.

On November 20, 2006, Valeska Hinton held their annual Grandparents Day event, which saw around 300 grandparents attend school with their grandchildren. In addition to engaging in fun learning activities, grandparents and grandchildren had their photos taken together and ate lunch with the Valeska Hinton teachers. Once again, Dr. Pardieck arranged a blood pressure screening station staffed by Bradley nursing students where the adult visitors could have their blood pressures checked. During spring 2007, Valeska Hinton's artist-in-residence program was funded through the Illinois Arts Council with a grant written

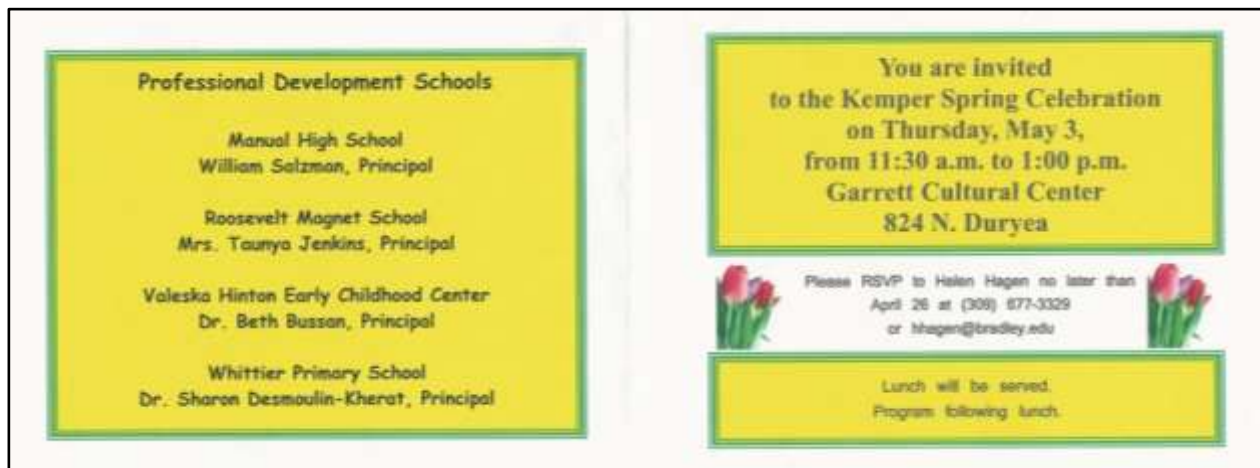
by teacher Jodi Walschaert. The grant, along with contributions from within Valeska Hinton, supported artist David Stocker's presence at the school for six weeks. During his time at Valeska Hinton, Mr. Stocker led sessions on creating instruments, song, dance, and storytelling.

Throughout the 2006-2007 academic year, Dr. Pardieck continued to help facilitate workshops on the Fish! Philosophy for faculty and staff at Valeska Hinton and at Bradley, including a very successful Kemper Teaching Academy on March 1, 2007. The afternoon included participants from the College along with faculty, staff, and some students from Bradley's four PDS sites. Once again, interactive sessions on the principles of play, choose your attitude, be present, and make someone's day were led by students from Bradley's Lewis J. Burger Center for Student Leadership and Service. Following the event, those surveyed reported high levels of satisfaction, including such comments as, "Great activities to share with others!" "Very energizing!" and "It was nice to be able to laugh and support those we work with. Sometimes we are too stressed and over-worked to do this."



What a Great Year!

On May 3, 2007, the annual Kemper PDS Spring Celebration was held in Bradley University's Garrett Cultural Center. Thirty Bradley PDS stakeholders attended the luncheon and the program that followed, which included a dance performance by Roosevelt's Folklorica group, recognition of Bradley's four PDS sites, remarks by the four Bradley PDS principals, and a summary of the year's highlights by the four Bradley PDS site coordinators. This annual celebration was the finale of a wonderful year that saw new beginnings in the form of leaders, partners, and projects as well as the energy and excitement of ongoing and culminating PDS projects. What a great year!



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