

Chapter 11 Decade Two Begins: 2005-2006

Dr. Bob Wolffe, Professor, Department of Teacher Education

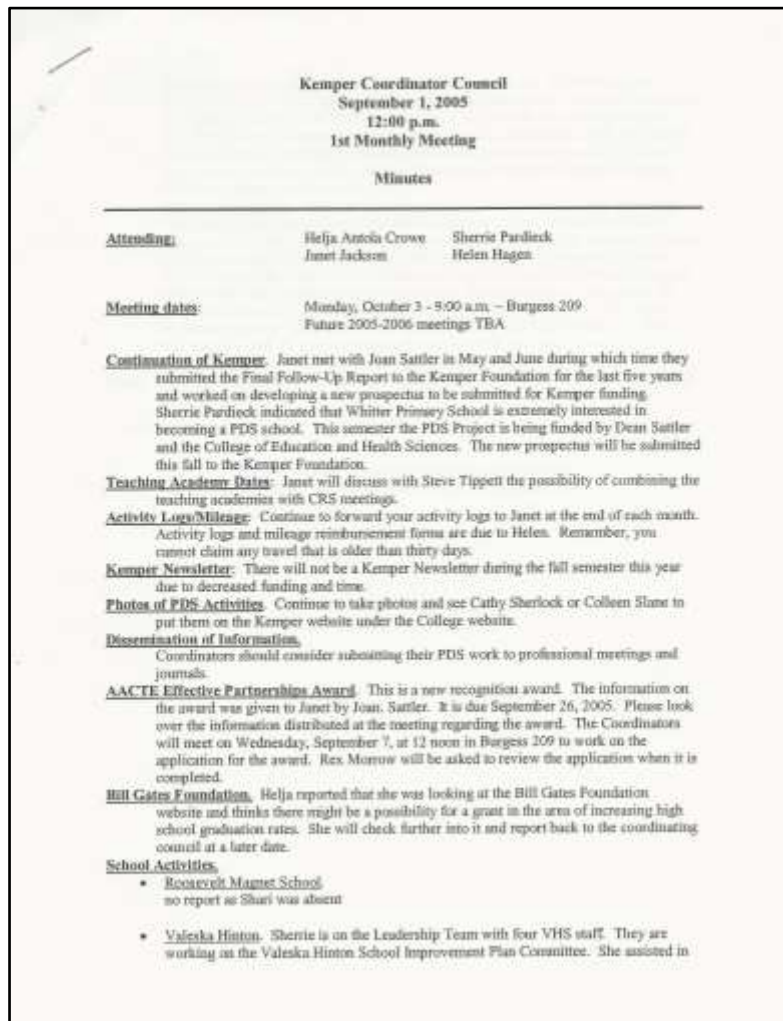
In 2005-2006, Bradley University's Kemper Professional Development Schools (PDS) Project built upon prior success stories while adding new highlights. Chief among the successes was recognition of the project's prior accomplishments and vision for the future.

Fall 2005

The fall 2005 semester was quiet for the Kemper PDS Project. Over the summer, Kemper Fellow Janet Jackson and College of Education and Health Sciences dean Dr. Joan L. Sattler had submitted the final follow-up report for the 2000-2005 term of the Kemper grant, which ended in June 2005. To keep the project going, the College provided funding during the fall semester, but resources were limited. For example, in the September 1, 2005 Kemper Executive Committee meeting minutes, Helen Hagen recorded, "There will not be a Kemper Newsletter during the fall semester this year due to decreased funding and time" (p. 1).

During the fall 2005 semester, the Bradley PDS site coordinators were Dr. Heljä Antola Crowe for Manual High School, Dr. Shari Britner for Roosevelt Magnet School, and Dr. Sherrie Pardieck for Valeska Hinton Early Childhood Education Center. Fall 2005





activities at Bradley's three PDS sites included ETE 342: Guiding Learners and Developing Classroom Communities and ETE 280: Exploring Diversity: Learners, Families and Communities classroom partnerships at Manual, the writing (and awarding of) a \$1,500 grant to fund a gifted curriculum at Valeska Hinton, and the formation of a professional learning community at Valeska Hinton. It also was noted in the September 1st Kemper Executive Committee meeting minutes that "Whittier Primary School is extremely interested in becoming a PDS school" (p. 1).

As the Bradley PDS site coordinators did their work out in the schools, Mrs. Jackson took the lead in developing a new grant proposal titled "Building Leaders and a Learning Community for Children and Families." The grant proposal was submitted to the William T. Kemper Foundation in November 2005.

Three Additional Years of Funding

Since its inception ten years earlier, the Kemper PDS Project had been made possible to a large extent due to funding received from the William T. Kemper Foundation. This length of continuing support from a foundation was unusual, yet in January 2006 Bradley President David Broski received notification that Kemper had awarded us three additional years of funding.

Four objectives were articulated in the "Building Leaders and a Learning Community for Children and Families" grant proposal that would guide Bradley's PDS work from 2006 to 2009: 1) To provide special opportunities for the community of leaders to collaborate and to develop their skills in a living laboratory within area neighborhoods and the university, 2) To support and improve student achievement from pre-kindergarten through higher education, 3) To promote best practices methods through professional development, and 4) To develop and encourage collaborative, action research to improve practice. With continuing fiscal resources in place, our work at Bradley's PDS sites moved forward with zeal.

"The PDS partnership with Bradley has provided unique and valued professional experiences for staff and students and improved our schools' abilities to be true learning communities."

~ Taunya Jenkins, Academic Instructional Officer, Peoria Public School District 150

Spring 2006

During the 2005-2006 academic year, Manual remained a Bradley PDS site where many pre-service teachers gained authentic experiences in classrooms. During 2005-2006, 45 field placements were made at Manual. A new program where Bradley students assisted as math tutors was also initiated. In addition, Dr. Antola Crowe either participated in or supported a number of other efforts at Manual. She worked with faculty and administration in the development of the school's strategic plan and annual school improvement plan, and the college simulation project continued with Dr. Tim Conley, providing Manual students a taste of what college would be like.

"One thing I am so proud of with the project is that each Kemper Fellow brought their expertise to the project and had a particular emphasis which was his or her research focus. I believe this kept the project dynamic over the years."

~ Dr. Joan L. Sattler, Dean, College of Education and Health Sciences

Two other partnership events at Manual exemplified the fact that Bradley's PDS approach has always looked for a relationship that is mutually beneficial to the university and to our PDS partners. First, Manual's choir was given a chance to provide the entertainment for the annual Phi Kappa Phi Honor Society initiation dinner on Bradley's campus. Second, a longer-term project was completed linking Manual social studies students to a learning opportunity for Bradley students enrolled in Dr. Antola Crowe's ETE 280: Exploring Diversity: Learners, Families, and Communities course. The cross-cultural collaboration project started with 14 high school students from Lumo High School in Finland communicating pen pal-style with students both at Manual and Bradley. The culminating event was a visit by the Finnish students to Peoria to meet the students with whom they had been writing via e-mail.

The PDS work at Roosevelt was coordinated by Dr. Britner. Like Dr. Antola Crowe, Dr. Britner added her experience and expertise as a member of Roosevelt's strategic planning committee, working to define goals and actions so that Roosevelt could experience continuous improvement as a school focused on the fine arts. In addition, Roosevelt teachers demonstrated their support of Bradley's Kemper PDS Project as they opened their classrooms to 29 Bradley pre-service teachers for clinical experiences. These opportunities to spend time in actual schools were not only critical to the pre-service teachers' development, but also supported the work of the Roosevelt teachers by providing additional help in their classrooms.



Students who participated in the cross-cultural collaboration project did the crouch dance together when Finnish students visited Manual in May 2006.

As has often been the case, the expertise of each Bradley PDS site coordinator was apparent in the types of projects pursued at each Bradley PDS site. Because of Dr. Britner's science education background, the PDS projects that took place at Roosevelt during 2005-2006 included assisting Roosevelt's science coordinating committee, arranging for 25 Bradley students to help at the annual Roosevelt science fair, supporting Roosevelt's family literacy night, assisting in the preparation of a technology grant submission, and helping to coordinate work on Roosevelt's kinetic sculpture project. Beyond the work by cooperating teachers, positive advantage was also taken of the experience and

expertise of Tanya Jenkins, Roosevelt's principal. During spring 2006, Ms. Jenkins spoke to pre-service teachers on Bradley's campus at a meeting of the Bradley Student Education Association (BSEA).

At Valeska Hinton, Dr. Pardieck, joined with the school's leadership team and the group working on the school improvement plan to identify needs and design and deliver programs to meet those needs. Two examples of projects that resulted from this collaborative planning were a series of science-related workshops for Valeska Hinton teachers and blood pressure screenings provided by Bradley nursing students on Grandparents Day and Heritage Day. Another focus of Valeska Hinton's PDS work was continuing to address aspects of the school environment so that professional staff could feel positive about their workplace.

Kemper Teaching Academy

The Kemper Teaching Academy also focused on workplace environment during the 2005-2006 academic year. Based on earlier workshops using the Fish! Philosophy at Valeska Hinton, this approach to addressing faculty, staff, and student morale became the highlight of the Kemper Teaching Academy sessions. During spring 2006, the Dean's Office and Bradley's Office of Teaching Excellence and Faculty Development (OTefd) provided resources so that all College faculty and staff received a copy of the book *Fish: A Proven Way to Boost Morale and Improve Results* (Lundin & Christensen, 2000). The Fish! Philosophy theme was even carried into Bradley's mailrooms with Swedish fish and whale crackers delivered to all. The importance of attending to the social and emotional needs of employees as it relates to team building and morale enhancement culminated with a final Kemper Teaching Academy workshop in April 2006, led by Sara Ray and several undergraduates from Bradley's Lewis J. Burger Center for Student Leadership and Public Service.





Mrs. Jackson, Dr. Jean Marie Grant, Dr. Bob Wolffe, and Dr. Heljä Antola Crowe participate in a Fish! Philosophy workshop through the Kemper Teaching Academy in April 2006.

The efforts to professionally reflect upon and share Bradley's PDS successes also continued into 2005-2006. A scholarly manuscript titled "From Obstacle to Opportunities in a Professional Development Partnership," written by Dr. Antola Crowe, Mrs. Jackson, and me, along with Bradley PDS principals Sandy Farkash, Cathy Wiggers, and Ms. Jenkins, was submitted for publication in spring 2006. The manuscript was published in *Education and Human Development* the following year (Antola Crowe, Wolffe, Jackson, Farkash, Wiggers, & Jenkins, 2007). In addition to submitting a version of the manuscript for consideration for the American Association of Colleges for Teacher Education (AACTE) Effective Partnership Award in September 2005, Bradley's PDS story was also presented at four national and international conferences between 2006 and 2008 (see Appendix C).

The spring semester is always a time to begin looking toward the coming academic year. In February 2006, Whittier Primary School was selected as Bradley's sixth PDS site, and the same month a request for applications for the next Kemper Fellow was distributed. One month later, Dean Sattler announced that Dr. Antola Crowe had been selected as the seventh William T. Kemper Fellow for Teaching Excellence. In addition, the process of

looking for a Bradley PDS site coordinator for Whittier was initiated. Decade two of Bradley's Kemper PDS Project had begun.

**William T. Kemper Foundation
Teaching Excellence Fellows**

 Dr. Lori Russell-Chapin Associate Dean College of Education and Health Sciences 1996 - 1997	 Dr. Rosalyn Templeton Teacher Education Professor College of Education and Health Sciences 1997 - 1999	 Dr. Theresee Kiley Teacher Education Professor College of Education and Health Sciences 1995 - 1997
 Dr. Robert Wolffe Teacher Education Professor College of Education and Health Sciences 2000-2001	 Dr. Hejla Antola Crowe Teacher Education Professor College of Education and Health Sciences 2001-2003 2005 - present	 Mrs. Janet Jackson Nursing Professor College of Education and Health Sciences 2003-2005

In 2006, this historical record of Bradley's first seven Kemper Fellows was added to the Bradley's Kemper PDS Handbook.

References

Antola Crowe, H., Wolffe, R., Jackson, J., Farkash, S., Wiggers, C., & Jenkins, T. (2007). From obstacles to opportunities in a professional development school partnership. *Education and Human Development*, 1(2), 1-7. Retrieved from <http://www.scientificjournals.org/journals2007/articles/1158.pdf>

Lundin S. C., & Christensen, P. H. (2000). *Fish: A proven way to boost morale and improve results*. Chicago: Hyperion