

Chapter 7

From Crisis to Connection to Community: 2001-2002

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The beginning of the 2001-2002 academic year marked a shift in the mood of American society in significant ways. Many remember this time as a stark reminder of how all people are connected regardless of our boundaries, challenges, or awareness. Dr. Bob Wolffe opened his October 2001 *Keeping Current with Kemper* newsletter remarks with the following reflection:

I approached the end of summer with my usual renewed vigor and fresh outlook for the possibilities for the upcoming school year. September 11-things changed. In that moment feelings of hope, well-being and stability were targeted and came tumbling down. Suddenly, it was difficult to focus on issues of curriculum and planning instruction. In a few blinks, my vision for the future dimmed...It has been a godsend for me to be able to interact with students from pre-school through graduate school. In their comments and in their eyes I find a clear reminder that the future is filled with energizing prospects (p. 1).

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~ Dr. Bob Wolffe,
Kemper Fellow 2000-2001

True to Dr. Wolffe's words, much was accomplished in the 2001-2002 academic year. The events of September 11, 2001 drove home how important the collective awareness and concern for the well-being of people in our communities had become.

Kemper PDS Coordinator Council and PDS Goals

Two Kemper Fellows led Bradley's Kemper PDS Project during the 2001-2002 academic year. Dr. Wolffe served as the Kemper Fellow during fall 2001, and I, Dr. Heljä Robinson at that time, assumed the Kemper Fellowship at the start of the spring 2002 semester. Bradley's professional development school (PDS) site coordinators that year were Dr. Sherrie Pardieck for Valeska Hinton Early Childhood Education Center, Janet Jackson for Georgetowne Middle School, and Dr. Bob Davison Avilés for Roosevelt Magnet School for the Performing Arts. I was the Bradley PDS site coordinator for Manual High School, and Monica Mueller served as our executive assistant and *Keeping Current with Kemper* newsletter editor. Our committee was called the Bradley PDS Governing Board during fall 2001. It became known as the Kemper PDS Coordinator Council beginning in spring 2002.

Bradley's PDS work during 2001-2002 was guided by six goals focused on assessment and collaboration: 1) To provide for professional development of College faculty, 2) To continue to develop a critical, collaborative process that involves all stakeholders in the assessment of the PDS project, 3) To establish standard formats for assessing effects of PDS workshops, 4) To develop measures to be used to collect data from all involved when Bradley students are engaged in field experiences at PDS sites, 5) To increase the involvement of all College departments at the PDS sites, and 6) To disseminate information regarding the Kemper PDS Project at the regional and national level.

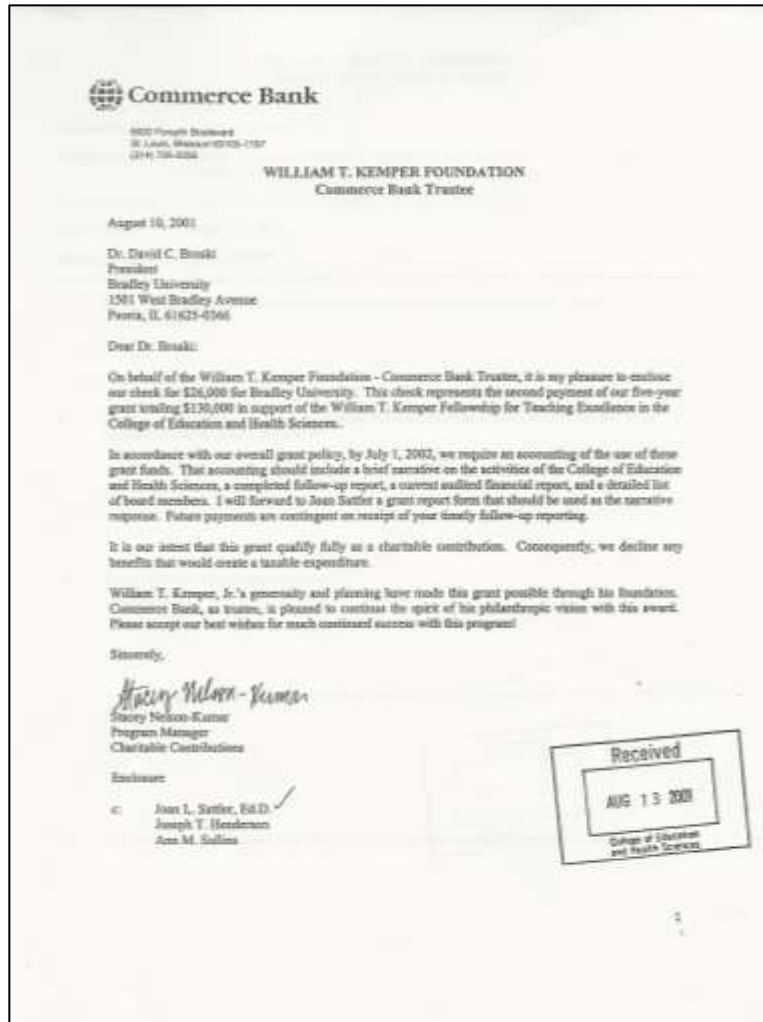
In spite of our national crisis, the fall 2001 semester saw the start of many new PDS projects and the continuation or completion of others as we worked toward these six goals in Bradley's four PDS sites.

Fall 2001

Manual High School

At Manual, many new faculty and staff members were welcomed along with six Bradley novice teachers. Through clinical experiences and other projects, our work together recognized the strong component of community required to become, and to continue be, a quality teacher in an urban setting. As one example, following September 11th, students at Manual raised over \$2,000 for the American Red Cross, police, and fire fighters in New York and Washington D.C.

The fall 2001 semester represented the third year of the college simulation project. During this week-long activity, Manual juniors and seniors got a taste of what being a college student was like. Bradley's Dr. Tim Conley assigned readings and conducted two lecture- and discussion-based classes on Bosnian literature, similar to classes he delivered on Bradley's campus. Following their "college classes," the participating Manual students were provided with a study guide and completed an essay exam. They were excited to learn later that their exams had been graded on a plane as Dr. Conley traveled to Austria and back. Follow-up simulation experiences included reflective discussion regarding the "college class" and a visit to Bradley's campus where students experienced part of a day in the life of a college student. The college simulation project touched on all four major goals of Bradley's Kemper/PDS Project: student learning, professional development, preparation of professionals, and research/inquiry. In March 2002, in a presentation titled "Expanding the Professional Development School Model," Dr. Wolffe and I shared the project with PDS colleagues nationwide at the PDS National Conference in Orlando, Florida.



Georgetowne Middle School

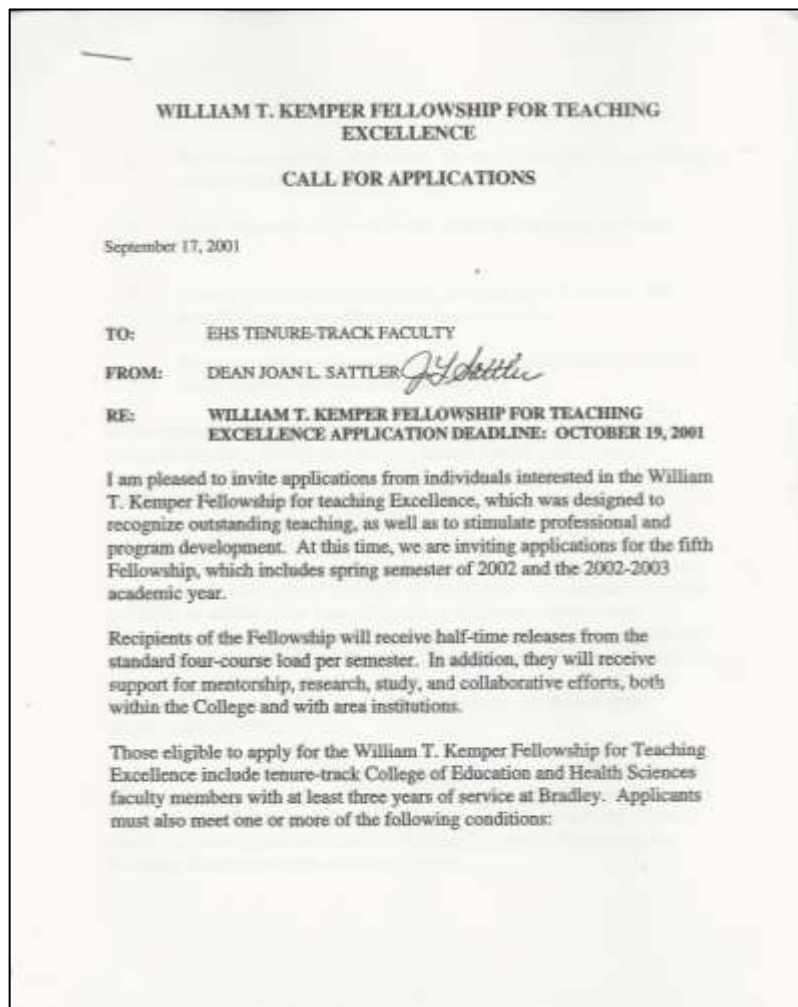
Partnership activities at Georgetowne during fall 2001 focused on supporting the work of school faculty and staff. Mrs. Jackson met regularly with the teachers and the principal, Pat Callahan, the student assistance team, the PDS principal's group and the school improvement team. Plans were made for Red Ribbon Week, and a process was developed for small group participation by students over a period of nine weeks. Georgetowne's school improvement team reviewed standardized test scores, developed the school improvement plan for the 2001-2002 school year, and devised strategies for meeting the school improvement goals. During the fall 2001 semester, a great deal of planning took place in preparation for a variety of PDS projects slated for implementation during spring 2002.

Roosevelt Magnet School for the Performing Arts

At Roosevelt, the year began with several professional development goals that related directly to Bradley's PDS partnership mission. During fall 2001, Roosevelt and Bradley collaborated in six main areas: cooperating teacher/student teacher development, Student Assistance Program (SAP) consultation, reading programs, inclusion practices, electronic student portfolios, and counselor consultation with teachers. Roosevelt's first PDS goal was to identify common themes across cooperating teacher/student teacher dyads and offer programs or training opportunities related to those themes. Cooperating teachers and student teachers worked together to develop a professional growth plan, which took the form of competencies, skills, awareness, and knowledge specific to individual student teacher needs.

SAP consultation at Roosevelt took the form of planned meetings with Bradley teacher education faculty knowledgeable in math, science, reading, and writing. Roosevelt faculty and Bradley faculty met in a series of planned consultations to review SAP implementation and assessment, enhance current SAP efforts, and develop new implementation strategies for SAP initiatives. In addition to two student teachers and four novice teachers completing semester-long clinical

experiences at Roosevelt during fall 2001, master's-level intern Jack Ramsey started his year-long counseling internship at Roosevelt. Mr. Ramsey's work focused on assisting teachers and administrators in identifying student concerns and carrying out individual and small group counseling. He developed lesson plans on topics such as making friends, conflict resolution, and study skills; consulted with teachers on academic concerns and counseling



issues; and offered tips for supporting students' academic, personal, and social development, including "Jack's Corner," a five-minute infomercial delivered during each monthly faculty meeting.

Valeska Hinton Early Childhood Education Center

The fall 2001 semester saw a major accomplishment at Valeska Hinton. As a result of rigorous and ongoing self-evaluation and documentation, the school was accredited by the National Association for the Education of Young Children (NAEYC) in recognition of its compliance with the NAEYC Criteria for High-Quality Early Childhood Programs. The school year kicked off with a professional development and celebration event at the Gateway Building in downtown Peoria.

After the school year kick-off, Valeska Hinton staff participated in a "Building a Portfolio" workshop led by Dr. Jenny Tripses. Along with portfolios, Valeska Hinton staff completed two phases of focused facilitation aimed at developing a schoolwide behavioral policy. Once staff arrived at consensus regarding the ethos of the policy, a committee made up of staff, administration, and parents worked on the specifics of the plan. The purpose of the new behavioral policy was to extend beyond the school building and into the homes of the children. The policy provided optimal use of resources for the Valeska Hinton community, feedback based on daily use, and additional sampling for staff portfolios.

Valeska Hinton also had a school counseling intern during the 2001-2002 academic year. During fall 2001, many children at Valeska Hinton benefitted from Kathy Steinheimer's individual and group counseling, which focused on decreasing barriers to learning.

Spring 2002

In my October 2001 application letter to become the next Kemper Fellow I wrote, "In my work with the schools I have become convinced that a collaborative approach is the strongest, most energetic and natural way to create growth, energy and positive changes in education" (para. 2). During my first semester as Kemper Fellow, the Kemper PDS Coordinator Council stayed true to this vision as we continued to "create opportunities for the sites to find commonalities and work in such a way that various aspects of the program would support each other" (*Keeping Current with Kemper*, March 2002, p. 1). During spring 2002, the Kemper PDS Coordinator Council made progress in our work to build strong connections in the community through our partnerships.



Dr. Heljä Robinson served her first term as Kemper Fellow from January 2002 to May 2003.

Manual High School

Again during the spring 2002 semester, Manual provided a student teacher the opportunity to gain authentic experience as he built deeper awareness of what it meant to be a teacher facing the challenges found in many urban schools. Chris Stapel's reflective comments included such mundane observations as, "My days begin much earlier than my previous college semesters," to insights like, "While the algebra class tests my mastery of mathematics material, the freshmen integrated math students test my patience" (*Keeping Current with Kemper*, March 2002, p. 6).

In addition, international flavor at Manual helped local urban students become more globally aware. My daughter, Sara Robinson, my foreign exchange student, Claudio Mari, another exchange student, Mareike Assmus, and I visited Sandy Henson's eighth grade social studies class at Georgetowne, which was participating in a pilot unit on emigration. Both Claudio and Mareike were students at Manual, Claudio from Switzerland and Mareike

from Germany. I am from Finland, and my daughter had visited Finland numerous times. The eighth grade students interviewed us to hear firsthand about life in another part of the world.

In two other interactive projects, Bradley early childhood education majors had opportunities to work with Manual faculty. Matt Leary and Bradley early childhood education majors worked together to plan a creative movement workshop that was presented on Manual's auditorium stage; and Bradley pre-service teachers took a field trip to the Illinois Reading Council conference in Springfield with Valeria Evans-Pierce, several Bradley faculty, and Dr. Spresa Arifi, a visiting English professor from Tirana University, Albania.



Valeria Evans-Pierce, Dr. Spresa Arifi, and Dr. Bob Wolffe attended the 2002 Illinois Reading Council (IRC) Conference in Springfield.

Georgetowne Middle School

At Georgetowne, our PDS partnership provided several opportunities for professional sharing and growth during spring 2002. One vibrant PDS project was led by art teacher Ralph Heston who provided Georgetowne students a chance to explore multiple ways to express themselves artistically. From learning the basics of drawing to learning weaving, students gained knowledge and skills about a variety of media. Students' completed projects were displayed throughout the school and in various community art shows during the spring. In addition, Bradley faculty and students attended the annual Georgetowne Art Show that displayed approximately 300 pieces of work completed throughout the school year.

Focusing on the need for middle school students to become aware of a variety of career opportunities, teacher Sandy Henson organized two events to prepare Georgetowne students for future careers. Guest speakers throughout the spring connected students with occupational possibilities in their community. The eighth grade students also participated in Peoria's Construction Industry Expo and attended career fairs at Illinois Central College in East Peoria.



Sandy Henson and Georgetowne Middle School Career Day speakers, spring 2002.

Building on the career theme, during summer 2002 a number of Georgetowne faculty completed week-long practicums at a variety of local businesses, including Wildlife Prairie Park, Pekin Daily Times, Pekin Park District, Heights Nursery, FBI Crime Lab, Northern Regional Agricultural Laboratory, and Allison Photography. They also went on Teacher Tracks, offered through the Education for Employment Office in Pekin. This activity involved teachers touring and learning about local businesses and industries. As part of the experience, each participating teacher developed a lesson plan to share their knowledge about local places of employment with their students.

In line with our desire to extend the reach of Bradley's involvement in the PDS project, three Bradley departments were actively engaged at Georgetowne during spring 2002. Three Bradley teacher education majors and a Bradley nursing student completed clinical experiences at this PDS site. The main focus for the nursing student was health

promotion for students, faculty, and staff. In addition, Georgetown teacher Clay Haurberg served as a guest speaker at Bradley during spring 2002. His presentation for Bradley physical therapy majors titled "PT Administration: Health Care Policies and Resources" described the physical education and athletic programs at Georgetown. Following the presentation, Mr. Haurberg led the physical therapy students in a brainstorming session to identify needs at Georgetown. Lastly, Bradley's Betty Church and Georgetown teacher Kim Wicks met to discuss national and state standards for college-level family and consumer science teacher preparation programs and the needs of middle school home economics programs. The two faculty members exchanged ideas regarding curriculum development that would meet these standards, providing new insights for both Bradley and Georgetown.

Valeska Hinton Early Childhood Education Center

The importance of working together to meet the needs of students was very apparent at Valeska Hinton during spring 2002. The school's leadership team worked with Dr. Pardieck to spearhead accreditation efforts that required the school to demonstrate multiple aspects of a holistic approach to educating young children. With the care and education of the whole child in mind, the Valeska Hinton health center, staffed by a medical office assistant and a registered nurse, provided treatment for children with acute and chronic illnesses. The health center environment provided Bradley students many opportunities to see how teams of professionals address students' and families' needs within the school.

Consistent with the philosophy that schools should address the nature and the needs of children, the project learning approach was widely used at Valeska Hinton during spring 2002. Bradley teacher education majors completing clinical experiences at Valeska Hinton observed and participated in this powerful new teaching method, which involved teachers and students investigating a topic over time and children representing what they learned through writing, drawing, construction, dancing, and dramatic play. Valeska Hinton teachers and Bradley teacher education majors also had the opportunity to participate in play buddies and play groups during spring 2002. Introduced by Bradley counseling intern Kathy Steinheimer, these groups provided children with opportunities to learn social skills and other skills necessary for working cooperatively with others in classroom settings.

Valeska Hinton was also a physical therapy research site during spring 2002. As part of his dissertation research, Bradley's Kurt Neelly asked three- to five-year-old students to jump on force plates to learn about the forces present in young children's jumping.

Roosevelt Magnet School for the Performing Arts

At Roosevelt, the theme of teamwork continued. Bradley faculty members Dr. Davison Avilés and Dr. Pardieck participated with the Roosevelt staff on an in-service day focused on collaboration across grade levels and Student Assistant Program (SAP) goals. Mentoring workshops for Bradley novice teachers, student teachers, and cooperating teachers were also held. Bradley counseling intern Jack Ramsey continued to help Roosevelt students with personal and social concerns related to academic achievement with support groups on friendship and peer relationships. Following Roosevelt's peaceable schools initiative, Mr. Ramsey and Dr. Davison Avilés traveled to Bloomington to attend a violence prevention workshop sponsored by the Illinois Attorney General's Office. In addition, Dr. Davison Avilés coordinated an area conference for superintendents on the topic of service learning, and Taunya Jenkins, Brett Elliott, and Beverly Stenoish presented about Roosevelt's service learning programs in landscaping, consumer education, and performances at the Superintendents' Roundtable in April 2002. Each service learning program taught math, science, consumer education, or the fine arts while also addressing Illinois learning standards.

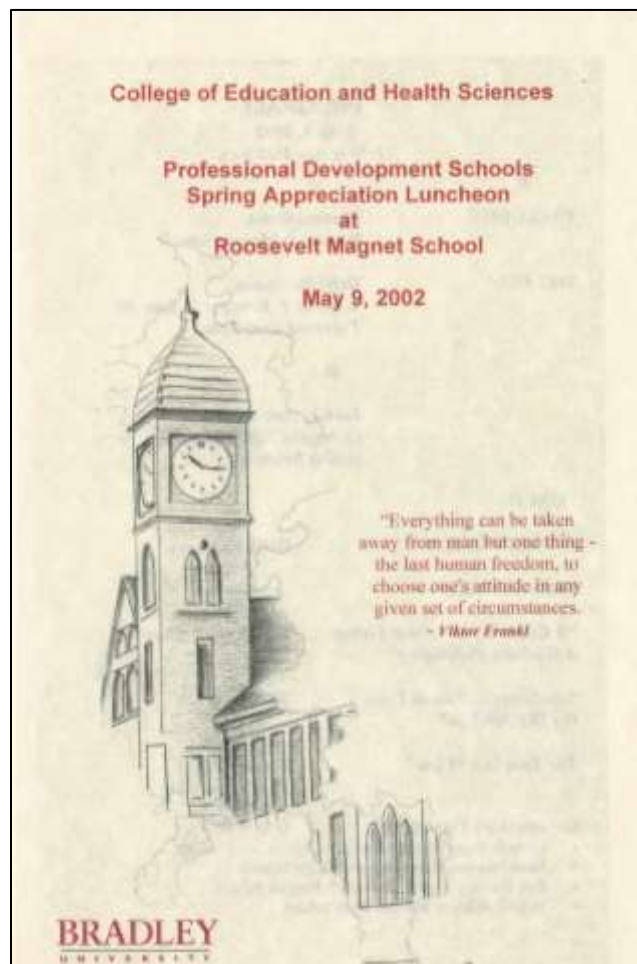
Connections Across and Beyond Bradley PDS Sites

Leadership team building, led by Dr. Tripses, focused on the community aspect of Bradley's Kemper PDS work. Beginning in spring 2002 and continuing for several semesters, Bradley's PDS principals met several times to learn from one another. One of the primary purposes of this group was to strengthen the collaborative relationship between Bradley and its PDS sites. At each meeting, principals shared their experiences, thus gaining powerful insights from one another. The Bradley PDS principals also used books, such as *Results: The Key to Continuous School Improvement* by Mike Schmoker as a basis for discussion (Schmoker, 1999).

Throughout the 2001-2002 academic year, Bradley's Comprehensive Integrated Services Model functioned as a basis for our PDS work, and we wanted to share it with others. At the February 2002 American Association of Colleges for Teacher Education (AACTE) Annual Meeting in New York, New York, Dr. Wolffe, Dr. Joan L. Sattler, Mrs. Jackson, and I shared for the first time how Bradley's Comprehensive Integrated Services Model insightfully supported student learning, professional growth, and research and inquiry in a presentation titled "Integrated Services Model for Professional Development Schools."

"My goal in working with the PDS principals was to support the collaboration between Bradley and the PDS schools through principal leadership. As a former principal myself, I understood the difficulties they faced in leading their schools. We approached the collaboration with open minds and respect for the complexity and critical importance of their jobs as school leaders."

~ Dr. Jenny Tripses, Professor,
Department of Leadership in Education,
Nonprofits, and Counseling



Kemper Teaching Academy

Like Bradley's four PDS sites, the Kemper Teaching Academy was also very active during the 2001-2002 academic year. The fall teaching academy sessions, led by Bradley technology and media specialist Barbra Kerns, focused on technology.

During the first teaching academy session in spring 2002, colleagues discussed a variety of questions related to time management, stamina, and work-life balance. Subsequent teaching academy sessions during spring 2002 continued to focus on how professionals balance the multiple demands in their lives. In a presentation titled "A Guide to Responsible Living: A Wellness Philosophy," Dr. Lori Russell-Chapin challenged us to think about how our time was being spent in relation to our most important life values, and Bradley counseling graduate assistant Tammy Wood helped show how a few moments of relaxation during the workday could reduce stress and rejuvenate our thinking and improve our attitudes.

On May 9, 2002, the annual Spring Appreciation Luncheon was held at Roosevelt. Special guests included Dr. John

Garrett, retiring superintendent of Peoria Public School District 150, and Rose Langfels and Barb Gillespie from Peoria's Commerce Bank. Several parents and one student from Bradley's PDS sites also attended. Special music was performed by the Roosevelt orchestra and Dr. Russell-Chapin and Ms. Wood again shared research and strategies related to de-stressing and relaxing for better productivity and focus.

From Crisis to Connection to Community

With the interlocking connections in our PDS partnerships, many activities leapt across Bradley's PDS sites and the university during 2001-2002. This work was energized by all involved. In the May 2002 *Keeping Current with Kemper* newsletter, I reflected:

What does community mean to us? What does our community stuff include? Perhaps it means the physical spaces around us that are significant to us, the routines we perform there. The histories of events. For me community lives most remarkably in the interactions we engage in with others. A community is where we can truly participate by being who we are (p. 1).

From crisis to connection to community, the 2002-2002 academic year was another notable year for Bradley's Kemper PDS Project.

References

Schmoker, M. (1999). *Results: The key to continuous school improvement*. Alexandria, VA: ASCD.