From Capitol Hill to Bascom Hill
Dean Julie Underwood reflects on a decade in her ‘dream job’
The School of Education recognized its Spring 2015 cohort of graduates by hosting a pair of celebratory events at the Gordon Dining and Events center on campus.

On Friday, May 16, the School honored its Ph.D. and MFA graduates with a special Hooding Ceremony and Reception.

And prior to UW-Madison’s Spring 2015 Commencement Ceremony at Camp Randall Stadium on Saturday, May 16, the School celebrated with its newest class of master’s and bachelor’s degree graduates by hosting its annual Pre-Commencement Celebration.

And remember, you may no longer be a student but you’ll always be a Badger!

Congratulations Class of 2015
From the Dean: Julie Underwood

After the spring graduation ceremony, I walked out of Camp Randall Stadium and through the adjacent neighborhood to my house, still wearing my academic robes and hat. That walk provided a great opportunity for me to reflect on my last 10 years as Dean.

During this past decade we have built on the legacy of an excellent School of Education. Through our work together we have:

- restructured nearly every academic program within the School.
- increased the diversity of our students and faculty.
- bolstered both external research funding and philanthropy.
- better integrated technology into our work and processes.
- created a nonprofit organization to help us commercialize education products.
- rededicated ourselves to the Wisconsin Idea by working collaboratively with the PK–12 school community to improve learning for all students.
- provided better visibility and support for our arts programs.

Moreover, we have worked in an atmosphere of respect and shared governance. We have increased our interdisciplinary work and built strong distributed leadership. The culture of the School is every bit as strong as our academic programs and research prowess.

That stroll down Regent Street after graduation felt like my symbolic walk from the stage of the dean’s position back home to my faculty role. I love this School and campus, and am honored to serve it from any office.

I have been blessed with the support of so many good people over the last 10 years. I wish I could thank each one of them individually, but space here just does not permit. Thank you one and all.

— Julie

INSIDE THIS ISSUE

2 News and notes from around the School of Education
6 From Capitol Hill to Bascom Hill: Julie Underwood reflects on a decade in her ‘dream job’ as dean of UW–Madison’s School of Education
10 News from Counseling Psychology: Bruce Wampold continues to make voice heard in ‘The Great Psychotherapy Debate’
11 News from Greater Madison Writing Project: Odyssey Junior program coaches kids how to express, empower themselves through writing
12 News from Curriculum and Instruction: Honorary degrees illustrate intellectual power, international stature of top-ranked department
14 Philanthropy: Norm Berven, Barbara Mittelstaedt Berven take dedication to rehabilitation psychology program to new heights
16 News from Educational Leadership and Policy Analysis: Clifton Conrad explores practices for ‘Educating a Diverse Nation’
17 News from Educational Policy Studies: Department connects with community to more closely examine ‘Race, Class and Inequity in American Education’
18 News from Educational Psychology: David Kaplan garners academic accolades as he expands his quantitative methods work across the globe
20 Undergraduate Spotlight: Melanie Kirkwood, who this spring received her undergraduate degree in Secondary Education, says ‘UW–Madison is a wonderful place to figure out who you are and learn about others’
21 Student News: Student Ambassadors group dedicated to connecting students and alumni with School of Education
22 Meet the School of Education’s Alumni Award winners
22 UW–Madison shines at American Educational Research Association’s Annual Meeting
23 Class notes: See what your fellow School of Education alumni have been up to
28 Save the date: The School is hosting its annual Homecoming Tailgate event Oct. 17 at Union South
28 School honors its 2015 Faculty and Staff Achievement Award winners
Mathieu named director of Wisconsin Center for Education Research

Robert Mathieu, a distinguished UW–Madison professor of astronomy and an international leader in advancing science, technology, engineering and mathematics (STEM) higher education, was named director of the Wisconsin Center for Education Research (WCER), School of Education Dean Julie Underwood announced in April.

Mathieu had been serving as interim director of WCER since August 2013.

Underwood says Mathieu was chosen for the position due to his experience and commitment to shared leadership on campus, his contributions to ensuring our nation’s future college STEM faculty members are prepared to be effective teachers, and his vision for WCER’s future.

“The importance of education research has never been greater. It is being called upon to realize the opportunities and solve the grand challenges of our city, state, nation and world.”

— Robert Mathieu

WCER is one of the oldest and largest education research centers in the world. It is part of the UW–Madison School of Education and serves researchers across the entire campus. Founded in 1964, WCER today is home to some 500 employees and generates $60 million in annual grant awards and services. Those within the center are engaged in more than 100 projects spanning the full range of education research.

“The importance of education research has never been greater,” says Mathieu. “It is being called upon to realize the opportunities and solve the grand challenges of our city, state, nation and world.”

Mathieu brings a unique perspective to his role as director of WCER. A member of UW–Madison’s Department of Astronomy faculty since 1987, he will retain his appointment as a Vilas Distinguished Achievement Professor and continue research into the dynamics of star clusters, the evolution of stars and binary-star populations. Mathieu has led a number of research projects at WCER, including the Center for the Integration of Research, Teaching, and Learning (CIRTL) for the past 12 years.

Rudolph makes case for reviving science education for civic ends

UW–Madison’s John Rudolph earlier this year wrote a guest blog for Education Week that examines some of John Dewey’s comments — made more than a century ago — regarding the importance of teaching scientific process over content.

Rudolph’s blog post is headlined, “Go Beyond Method to the Civic Purposes of Science.” Rudolph explains how Dewey, a well-known progressive educator, delivered an important talk in 1909 at the annual meeting of the American Association for the Advancement of Science.

He writes: “For too long, Dewey believed, the goal of science teaching had been to impart to students the vast catalog of natural facts that researchers had accumulated in their work. But not only did this content-focused approach not appeal to the masses of students in schools across the country (who were turning away from science courses at alarming rates), but it failed to convey the true value science had to offer members of the lay public. That value, Dewey insisted, lay not in the facts of science but rather in the methods scientists used to arrive at those facts about the world.”

In the Education Week blog post, Rudolph goes on to write how “Dewey was striving to find a solution to the problem of how a (then) modern society should go about preparing its citizens to live in an increasingly scientific and technological world.”

Sound familiar?

Rudolph, a professor with UW–Madison’s top-ranked Department of Curriculum and Instruction, closes his blog post by noting: “In our current age, where various groups are willing to discount science (think climate change, the carcinogenic effects of cigarettes, supply side economics, and on and on), we need a science education for understanding how, why, and where science works, not for training the very small fraction of students who may end up pursuing careers in the STEM fields. When fewer than 10 percent of students ever go on to STEM-related advanced education and careers, we would do well to re-think the purposes of science education for the remaining 90 percent.”

“Dewey was striving to find a solution to the problem of how a (then) modern society should go about preparing its citizens to live in an increasingly scientific and technological world.”

— John Rudolph
Civics education in America is facing serious challenges in today’s highly partisan world.

On the one hand, intense political polarization is making it more difficult and riskier than ever before for teachers to wade into potentially controversial issues in their classrooms. And yet, helping students develop their ability to deliberate political questions en route to becoming knowledgeable and engaged citizens is an essential component of our democracy.

In an effort to help address this conundrum, Diana Hess and Paula McAvoy in November 2014 published a new book titled, “The Political Classroom: Evidence and Ethics in Democratic Education,” that is based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms.

“We hope this book will be a useful resource for teachers, teacher educators, and researchers who are interested in how schools can prepare young people to participate in democracy during these highly polarized times,” says Hess, a professor with UW-Madison’s top-ranked Department of Curriculum and Instruction, and the senior vice president of the Spencer Foundation. “While it is clear that engaging young people in discussions of highly controversial political issues can be challenging, the research we showcase in the book provides ample evidence for why teachers should not shy away from this form of democratic education.”

In their book, Hess and McAvoy explain that teachers will make better professional judgments about teaching prickly political issues if they aim toward creating “political classrooms” that engage students in deliberations about questions that ask, “How should we live together?”

McAvoy is an alumna of UW-Madison who is an associate program officer at the Spencer Foundation.
Around the School ...

- **The artwork of Jerry Jordan**, a recruitment and retention specialist with the School of Education’s Student Diversity Programs Office, was featured in the “Justified Art!” exhibition in the Overture Center’s first floor gallery. Included in the artwork on display is Jordan’s 2014 oil painting, “Just a Kid.”

- **Kathy Cramer**, a professor in the Department of Political Science and longtime active proponent of civic engagement and outreach at UW–Madison, has been named director of the Morgridge Center for Public Service. Cramer had held the position of interim director since June 2014. The Morgridge Center advances the Wisconsin Idea by developing and promoting civic engagement and learning through service within local, national and global communities. The center is administratively housed within the School of Education, but has a campus-wide mission and serves as a central hub for public service, academic service learning, community-based research and engaged scholarship.

- **Alberta Gloria**, a professor with the Department of Counseling Psychology and chair of the Chican@/Latin@ Studies Program at UW–Madison, received the Chancellor’s Award from the Student Personnel Association.

- **Fong Chan, Norman Berven** and **Kenneth Thomas** are co-editors of the second edition of “Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals,” which was recently released in paperback by Springer Publishing Company. Chan is a professor with the Department of Rehabilitation Psychology and Special Education, and is co-director of the Rehabilitation Research and Training Center on Evidence-Based Practice in Vocational Rehabilitation. He also is a licensed psychologist and a certified rehabilitation counselor. Berven and Thomas each are emeritus professors of rehabilitation psychology with the Department of Rehabilitation Psychology and Special Education.

- Chan and doctoral candidate **Hyun-Ju Kang** are co-authors of a paper that earned the top American Rehabilitation Counseling Association (ARCA) Research Award. This first-place honor is for an article titled, “Effect of Supported Employment on Vocational Rehabilitation Outcomes of Transition-Age Youth with Intellectual and Developmental Disabilities: A Case Control Study.” This paper was published in Intellectual and Developmental Disabilities, and was co-authored with Paul Wehman of Virginia Commonwealth University and Nicole Ditchman at the Illinois Institute of Technology. Kang is a doctoral student in special education.

- **Xueli Wang** received the Barbara K. Townsend Emerging Scholar Award from the Council for the Study of Community Colleges (CSCC). The Barbara K. Townsend Emerging Scholar Award recognizes a scholar for: outstanding theoretical and/or applied research that contributes to the professional body of knowledge about community colleges; demonstrated excellence in teaching, advising and/or mentoring; and integration of knowledge to teaching and service. Wang is an assistant professor with the Department of Educational Leadership and Policy Analysis.

- **Gay Ivey** was recently elected to the office of vice president of the Literacy Research Association. She will serve as the organization’s president in 2018. This will then mark the first time a faculty member from UW–Madison has served as president of the Literacy Research Association. Ivey is the Tasha F. Morgridge Chair in Reading with the School of Education’s top-ranked Department of Curriculum and Instruction.
A range of talented and dedicated faculty and staff from across the School of Education garnered several of the top honors awarded by the UW–Madison campus during the recently completed academic year.

Eight School of Education faculty members earned various Vilas honors, while Chris Walker of the Dance Department was awarded a Romnes Faculty Fellowship. In addition, Aaron Bird Bear and Karen McShane-Hellenbrand received campus wide academic staff awards.

“No other school or college our size can say they’ve earned so much recognition,” says School of Education Dean Julie Underwood. “These awards are yet another indicator of the high esteem with which those across campus hold our talented School of Education faculty and staff. Such honors are an indication of respect from our peers.”

CONSIDER:

- Cheryl Hanley-Maxwell was appointed a Vilas Distinguished Achievement Professor. These professorships are designed to recognize faculty members whose distinguished scholarship has advanced the confines of knowledge, and whose excellence has also included teaching or service. Hanley-Maxwell will carry this Vilas Distinguished Achievement Professor title for the duration of her career at UW–Madison.

- This spring, Professors Tom Loeser (Art Department), Li Chiao-Ping (Dance Department) and William Reese (Departments of Educational Policy Studies and History) were named Vilas Research Professors, which are among the highest honors bestowed by UW–Madison. Each will be provided a $50,000 annual account to conduct research.

- Professors Stacey Lee (Educational Policy Studies) and David Shaffer (Educational Psychology) each received Vilas Faculty Mid-Career Investigator Awards, which also provide $50,000 in flexible research funds.

- School of Education faculty members Kate Corby (Dance Department) and William Schrage (Department of Kinesiology) were awarded funding through the Vilas Associates Competition, which recognizes new and on-going research of the highest quality and significance. It provides summer funding for faculty research for two fiscal years.

- The Dance Department’s Chris Walker was one of just nine promising young members of the UW–Madison faculty to be honored this year with a Romnes Faculty Fellowship. The Romnes awards recognize exceptional faculty members who have earned tenure within the last six years. Selected by a Graduate School committee, winners receive an unrestricted $50,000 award for research, supported by the Wisconsin Alumni Research Foundation (WARF).

- And Aaron Bird Bear and Karen McShane-Hellenbrand were two of just nine people from across campus to receive academic staff excellence awards. Bird Bear, a recruitment and retention specialist and American Indian Curriculum Services consultant in the School of Education, received the Chancellor’s Award for Excellence in Service to the University. McShane-Hellenbrand, a faculty associate in the Dance Department, received the Robert and Carroll Heideman Award for Excellence in Public Service and Outreach.
From Capitol Hill to Bascom Hill: Underwood reflects on a decade in her ‘dream job’ as dean of the School of Education

By Todd Finkelmeyer

Julie Underwood sometimes refers to education as “the family business.”

Her father, Ken Underwood, spent much of his career working as a superintendent, with the family moving every couple of years to larger districts. Her mother, Shirley, was a special education teacher who went on to become an administrator, capping her career as director of special education for the Norfolk (Va.) Public Schools.

Underwood says talk around the dinner table often centered on topics related to teachers, curriculum and special education. It rubbed off on her sister, Linda, who went to college to become a teacher, and today is superintendent of a school district in Door County, Wisconsin.

“But I wasn’t going to do that,” Underwood says as a smile creases across her face. “I was going to be a lawyer.”

Underwood, who has spent the past decade serving as dean of UW–Madison’s School of Education, never did get too far away from the “family business.” But she did become a lawyer — and a very successful one at that. In fact, for someone who reports being most fond of working on cases that involve both constitutional and education-related issues, Underwood held about the best job imaginable.

Prior to becoming dean in August 2005, Underwood spent seven years working in Washington, D.C., where her appointment as General Counsel for the National School Boards Association put her at the epicenter of national educational policy debates. Her work made her a frequent visitor to the U.S. Supreme Court and a frequent commentator in the media.

“‘I had the dream job for a school attorney,’” she says. “I really did. Yet as great as that was, I’ve always loved Bascom Hill more than Capitol Hill.”

Indeed, an appreciation of education had been ingrained in her from an early age. So Underwood — who spent 1986 to 1995 on the UW–Madison campus with the Department of Educational Administration — decided to return to town to lead the School of Education.

Fast-forward a decade, and today Underwood oversees a School of Education that is regarded as being among the very best in the nation. In U.S. News and World Report’s annual graduate school rankings, the magazine rated the School of Education No. 1 among public institutions for a second consecutive year. Just as impressively, 10 specialty programs housed within UW–Madison’s School of Education were highlighted by U.S. News as being among the elite programs in the nation.

During the fall semester, however, Underwood announced she would be stepping aside from her post in August 2015 to return to the faculty.

“It’s time,” Underwood says. “It has been an honor and a privilege to serve as Dean of the School of Education for 10 years.”

FINDING A LOVE OF EDUCATION, TEACHING

Underwood graduated from law school at Indiana University, cum laude, in 1979. After beginning her career, she quickly realized that the cases she found most interesting involved issues related to education. So Underwood decided to pursue graduate-level work at the University of Florida, eventually earning a Ph.D. in educational leadership in 1984.

But something unexpected happened during this period. Although Underwood had gone back to school to learn more about the realm of education — with the hope that this knowledge would enhance her educational law work — this return to a college campus also gave her an opportunity to teach for the first time.

“I started teaching in the law school and I quickly realized that I really, really loved it,” she says. “I thought, ‘Oh my goodness, this is great! I loved talking with people and working through topics and...
helping them understand legal issues and how they can improve education through policy.”

While working toward her Ph.D. at Florida, she landed a teaching post at the University of North Dakota (UND). She was hired through UND’s law school as an assistant professor at the Center for Teaching and Learning.

“I didn’t have a Ph.D. at that point, but it put me in the front door of an education school,” says Underwood.

It was a move that nudged her off one career path, at least temporarily, and put her on the road to education and academia.

Before long, in 1986, she was hired at UW–Madison to teach education law on the faculty of the Department of Educational Administration, which today is Educational Leadership and Policy Analysis. She became the first woman to earn tenure in that department, and also went on to serve as department chair (1993-94), associate dean of the School of Education (1994-95), and as co-director of the Wisconsin Center for Education Policy at the La Follette Institute of Public Affairs (1990-93).

Underwood made her next big move in 1995, when she left UW–Madison to become dean of Miami (Ohio) University’s School of Education and Allied Professions. She says she didn’t want to leave Madison but took the post at Miami, in large part, so her husband could be closer to family. But after battling depression, he committed suicide in 1997.

“Julie has been a thoughtful and passionate force advocating for both the School of Education, along with public education in Wisconsin and across the country. As one of our longest-serving deans, I thank her for her dedicated service to the university.”

— Chancellor Rebecca Blank

“It was time to go back to my law roots,” says Underwood, who in 1998 headed to Washington to become Associate Executive Director and General Counsel for the National School Boards Association.

She led a legal advocacy program on behalf of the nation’s public school boards, including producing friend-of-the-court briefs and legal strategies before the U.S. Supreme Court and lower courts. She also was responsible for the 3,000-member Council of School Attorneys.

“I loved being able to work with attorneys from all over the U.S. who represent school districts,” says Underwood. “You help them improve practice and support their local districts. I also did a lot of media work with major newspapers, radio and television. And our legal briefs were good, too. We were often quoted by the Supreme Court and by the Court of Appeals. Those times were such great fun.”

And yet when word spread in 2004 that Charles Read, who had served as Dean of UW–Madison’s School of Education for a decade, was planning to retire, Underwood was encouraged to apply for the opening.

“As much as I enjoyed everything about my work in D.C., I truly liked living in Madison and working at the University of Wisconsin more than anything else,” says Underwood.

RETURNING TO UW–MADISON FOR ANOTHER ‘DREAM JOB’

“How many people get the opportunity to have a dream job?” Underwood asks rhetorically. “And now I’ve had two.”

In glancing back at her decade as dean, Underwood is highly complimentary of numerous talented faculty and staff from across the School of Education. She also is a firm believer that her shared leadership style and dedication to making important decisions in an open, transparent way are hallmarks of her time as only the eighth dean of the School of Education since it was established in 1930.

And while the first woman to head this part of the UW–Madison campus is confident that the School of Education is well positioned to continue its run of
success, there are plenty of highlights worth noting during Underwood’s watch.

**Promoting the Wisconsin Idea in action**

During her early years as dean, Underwood heard repeatedly from those in the education community who argued that the School needed to do a better job of connecting with educators in the field.

Today, Underwood says that the School is deeply committed to advancing public education for learners at all levels and in a variety of settings. Through the School’s programs, research and outreach, Underwood says its achievements will be magnified from Wisconsin to the world. Examples of the Wisconsin Idea in action that were started during Underwood’s watch include:

- **Wisconsin Collaborative Education Research Network (The Network)** — This match-making endeavor began in 2014 and is designed to facilitate relationships among university researchers and educators to create new pathways for innovative teaching and learning practices. The Network is a collaborative effort with the Wisconsin Department of Public Instruction.

- **Wisconsin HOPE Lab** — Launched in 2014 by Professor Sara Goldrick-Rab, this is the only laboratory in the nation dedicated to translational research for improving equitable outcomes in postsecondary education.

- **Education Outreach and Partnerships** — This unit seeks bold, innovative and sustainable partnerships that result in improvements in teaching and learning. EOP envisions partnerships as a two-way interaction with communities and other external constituencies utilizing the development, exchange, and application of knowledge, information and expertise for mutual benefit.

- **Forward Madison** — This initiative started in 2014 strengthens the long-standing relationships between the School of Education and Madison Schools by supporting new teachers, providing continued professional learning for educators and improving the diversity of MMSD’s workforce.

“Dean Underwood has not only been a champion for the School of Education but also for PK–12 public education in the State of Wisconsin,” says UW–Madison’s Jack Jorgensen, co-director of The Network. “She has been unwavering in her commitment to continuously strengthen connections between the School of Education’s research, teaching and outreach/service and the PK-12 education community.”

Gloria Ladson-Billings, UW–Madison’s Kellner Family Chair in Urban Education, adds: “Julie Underwood has done so much to connect the faculty, staff, and students with our external partners. It has made it so much easier to communicate the significance of our work and the focus of our overall mission.”

**Unabashed public education supporter and leader**

The School of Education commits itself to the education of leaders who will enrich lives, transform communities and better the world. And Underwood is steadfast in her belief that a high-quality public education for all is vital to our contemporary democratic society.

Underwood started a behind-the-scenes group of public education leaders — including representatives from the Wisconsin Department of Public Instruction, Wisconsin Association of School District Administrators (WASDA), the Wisconsin Association of School Boards, and the public sector trade union WEAC, among others — to bring stakeholders together and talk about issues related to public education.

She also has written numerous articles and op-eds for local, state and national publications over the past decade spelling out increasing concerns related to the growing corporate influence on public education.

**Guiding world-class research and innovation**

Underwood has also helped keep the School of Education on the cutting edge of research and innovation.

During her tenure, the Wisconsin Center for Education Research within the School has not only grown but it has thrived. WCER serves researchers across campus and is one of the oldest and largest education research centers in the world. Founded in 1964, WCER today is home to some 500 employees and generates $60 million in annual grant awards and services. Those within the center are engaged in more than 100 projects spanning the full range of education research.
In addition to its more traditional grant-funded initiatives, WCER today also has greatly diversified its portfolio by increasing its fee-for-service projects. Most notably, WIDA, which provides services and materials for educators of English language learners, has expanded its reach to 37 states and 50 countries.

Underwood also bolstered an entrepreneurial approach to impact, as the Wisconsin Center for Educational Products and Services (WCEPS) was created by friends of UW–Madison in 2011. WCEPS is designed to help market innovative products in the field of education created by UW–Madison faculty, staff and students.

**Bolstering private support**

When asked what she will miss most about heading the School of Education, Underwood says: “As dean, you get an opportunity to meet and speak with so many alumni — and they are the best people in the world.”

Underwood has used these all-important relationships to build a new standard for acquiring gift dollars, which are crucial in allowing the School to maintain its margin of excellence.

After the School of Education received about $15,000 in gifts for its Annual Fund in 2006, Underwood’s first full year as dean, that number skyrocketed to more than $220,000 by 2007. And in 2014 — thanks to matching funds made available my John and Tashia Morgridge — that figure hit $940,282.

As the campus and School ramp up efforts on a new comprehensive campaign, Underwood has helped secure nearly $31.5 million in gifts and pledges for the School of Education in the past 10 months alone. These funds will, among other things, fund at least seven new endowed professorships/chairs.

**TAKING A STEP BACK, LOOKING AHEAD**

Add it up, and this has been a remarkable run to date for Underwood, who also oversaw the $34 million expansion and renovation of the Education Building and took a short break from her duties as dean from January to July 2009, when she served as UW–Madison’s interim provost. During this period she led the university’s reaccreditation and strategic planning efforts, and spearheaded the adoption of the Madison Initiative for Undergraduates.

“Julie has been a thoughtful and passionate force advocating for both the School of Education, along with public education in Wisconsin and across the country,” says UW–Madison Chancellor Rebecca Blank. “As one of our longest-serving deans, I thank her for her dedicated service to the university.”

Underwood also has been a strong supporter of the Arts on campus by helping to strengthen the profile of the Arts Institute and finding a new home for the Department of Theatre and Drama within the School of Education.

But Underwood says the time is right for her to return to the faculty as her contract comes to a close. She plans to teach education law and advocate for public education.

“I plan to remain very involved with university life and education,” says Underwood. “During my time as dean I have been truly fortunate to work with so many people who are dedicated to improving lives and making the world a better place.”

Through her leadership, Underwood has laid a strong foundation for current, and future, success.

“These are extremely trying times for schools of education throughout the United States,” says Michael Apple, UW–Madison’s John Bascom Professor of Curriculum and Instruction, and Educational Policy Studies. “Such a situation requires a particular kind of leadership — someone who is willing to take a stand even when it may not always be politically popular. Julie has been a staunch defender of public education. She has also played a major role in cementing in place the School of Education’s role as an international leader in crucial research on and substantive discussions of policy and practice in education. That the School of Education is ranked so high is in part due to her work in supporting and defending an environment where some of the very best people in the world can flourish.”

**DEANS OF UW–MADISON’S SCHOOL OF EDUCATION**

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<td>John Guy Fowlkes</td>
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<td>Donald McCarty</td>
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<td>Julie Underwood</td>
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**Hess selected as School’s next dean**

Diana Hess — a senior vice president with the Spencer Foundation in Chicago and a professor with UW–Madison’s top-ranked Department of Curriculum and Instruction — has been selected as the next dean of the School of Education.

Hess will begin Aug. 1. She is replacing Julie Underwood, who will return to the faculty after a decade as serving as dean.

The news of this announcement was released on June 2, as this edition of Learning Connections was going to press.

Visit news.education.wisc.edu to learn more about the appointment of Hess as the next leader of the School of Education. We’ll also feature more news about her in the Fall 2015 edition of Learning Connections.

In this October 2005 photo, former School of Education Deans (left-to-right) John Palmer, Charles Read and Don McCarty pose for a picture with Julie Underwood.
It has been well over a decade since Bruce Wampold’s seminal book, “The Great Psychotherapy Debate: Models, Methods and Findings,” was first published.

This groundbreaking 2001 publication shook up the field of psychotherapy by demonstrating that there was no evidence to back up prevailing assumptions about the most effective ways to deliver mental health services. At the time, many mental health experts were focused on identifying the most effective treatment for a particular disorder through emphasizing the specific ingredients of medical care — and then disseminating this information on best practices to therapists in the field.

Wampold says countries such as England and Australia, and large organizations such as the U.S. Department of Veterans Affairs, have spent millions of dollars implementing these so-called “evidence-based treatments.”

“The only problem is mandating that therapists deliver evidence-based treatments does not improve the quality of mental health outcomes for patients,” says Wampold, the Patricia L. Woleat Professor of Counseling Psychology at UW-Madison, and the director of the Research Institute at Modum Bad Psychiatric Center in Vikersund, Norway.

What really makes a difference, Wampold explains, is not which treatment is delivered but the skill with which the treatment is provided.

To continue to drive this point home, Wampold earlier this year released the second edition of “The Great Psychotherapy Debate,” now co-authored with his former student, Zac Imel. This new issue has been updated and revised to expand the presentation of the Contextual Model, which is derived from a scientific understanding of how humans heal in a social context and explains findings from a vast array of psychotherapy studies.

Wampold earned a bachelor’s degree in mathematics, magna cum laude, at the University of Washington in 1971. He then taught math for five years and coached wrestling at Punahou School in Honolulu. During this time, Wampold became increasingly interested in students, their well-being and what motivated them to succeed academically and in life.

He went on to earn a doctorate in counseling psychology at the University of California, Santa Barbara, and then taught at the universities of Utah and Oregon before arriving at UW–Madison in 1991.

During this time there was a growing push to treat mental and emotional disorders and conditions in the same way physicians have long prescribed specific treatment regimens or drugs for patients diagnosed with particular biological illnesses or conditions.

But in the field of psychotherapy, Wampold found there was no evidence supporting this notion that there could be a single best treatment for a particular disorder, and over the years he has emerged as a leading voice among those challenging this way of treating patients.

“I have been a thorn in the side of those who preach these ‘evidence-based’ practices because I was trained as a mathematician,” says Wampold. “You can’t fool me with data. And ‘The Great Psychotherapy Debate’ is a review of the evidence and indicates you can’t deliver some magic ingredient that’s going to make patients better. What makes a difference is how skilled the therapist is and the collaborative process of client and therapist working together.”

Wampold says he has proven as much with the success of the Modum Bad Psychiatric Center in Vikersund, Norway.

“We know what works,” he says.

Wampold’s important work will continue to be carried on and amplified for decades to come by the nearly 40 Ph.D. students he has advised over the years, including Imel, who is a professor at the University of Utah.

“One of the most gratifying things is I have a whole slew of former students doing great work all across the world on this topic,” says Wampold.
News from the Greater Madison Writing Project:
Odyssey Junior program coaches kids how to express, empower themselves through writing

“Good and bad things happen in Madison, in your city,” Todd Lilly says to a dozen students, ages 9 to 16, on a Wednesday night in March.

“People want to know what you think and what you have to say,” continues Lilly, who earned his Ph.D. from UW-Madison’s Department of Curriculum and Instruction in 2011, and today is a faculty member with Edgewood College’s School of Education.

Those visiting the Goodman South Madison Library on Wednesday nights during the 2015 spring semester could have witnessed a number of similar interactions between these students and educators from the Greater Madison Writing Project. The students have a parent or other relative involved with UW-Madison’s Odyssey Project, which is a free college humanities course for adults facing adversity. Although the Odyssey Project is in its 12th year, 2015 marked the start of Odyssey Junior.

Through Odyssey Junior, volunteers with the Greater Madison Writing Project (GMWP) — a joint effort between UW-Madison’s School of Education and the College of Letters & Science — coach the children how to express and empower themselves through writing.

“The idea with Odyssey Junior is to give these students the experience of writing, but to do so in a fun and engaging way,” says Mark Dziedzic, the director of GMWP and an outreach specialist with the School of Education’s office of Education Outreach & Partnerships. “One of the things we often see in school are kids feeling like writing isn’t really for them; it’s somebody else dictating what they do and how they do it. So we allow students to focus on personal writing. Where have you come from? Where are you now? And what do you want to see for your future and your community? Those kinds of things.”

Indeed, students aren’t asked to write reports about the Civil War or why the dinosaurs went extinct. Instead, they’ve written fortune cookie sayings, worked on descriptive writing and been asked to pen a short story from the perspective of any object in a picture. The students have explained “where they are from” and even written what they know and how they feel about a local shooting in which a Madison police officer killed a young black man.

“In high school, our writing is more straight-to-the-point, more essays and papers that prepare us for college,” says Alayvia Jackson, who recently concluded her junior year at Madison East High School. “I like the writing we do (with Odyssey Junior) because it allows us to push our limits and contains more of my personal voice.”

Adds Quan Caffey, who recently finished seventh grade at Madison’s Toki Middle School: “At school, writing is more like work. Here you get to talk about different stuff and express your feelings. I like writing now.”

In addition to Dziedzic and Lilly, other regulars at the Wednesday night Odyssey Junior gatherings included: Gretchen McClain, a UW-Madison graduate student working with Education Outreach and Partnerships; and Jani Koester of the Madison Metropolitan School District’s Homeless Services — Transition Education Program.

At the end of the semester, the teachers and students of Odyssey Junior held a “Celebrate Writing!” event at the new UW South Madison Partnership facility at 2312 S. Park St., to commemorate the semester and listen to students read from their collections.

“We think this project is a great example of those at UW-Madison not just helping out, but of us being in the community and feeling like we are a part of it and making a difference in that way,” says Dziedzic.
News from Curriculum and Instruction:

Honorary degrees illustrate intellectual power, international stature of top-ranked department

When U.S. News and World Report unveiled its annual graduate school rankings earlier this year, there was no shortage of wonderful news from across UW–Madison’s School of Education that was worth highlighting.

The magazine not only rated the School of Education No. 1 among public institutions for a second consecutive year, but 10 programs housed within the School were ranked among the very best in the nation in U.S. News’ specialty rankings — which are based on nominations by education deans and deans of graduate programs.

Perhaps most noteworthy is the fact that the Department of Curriculum and Instruction earned yet another No. 1 ranking — recognition U.S. News has bestowed upon the unit every year since 2001.

“It is an honor to be ranked No. 1 for the 15th straight year in the highly competitive Curriculum/Instruction program ratings,” says UW–Madison’s Beth Graue, the Sorenson Professor of Education and chair of the Department of Curriculum and Instruction.

“That is 15 years of excellence in research, theory and practice by Curriculum and Instruction faculty. It is a place that nurtures a Wisconsin way of thinking that has permeated universities around the world.”

To commemorate this extraordinary run of success, the department held a celebratory gathering on May 4. Current and former faculty and staff, School of Education Dean Julie Underwood and invited guests applauded the department’s current standing and reflected upon its collective achievements.

Perhaps nothing more aptly illustrates the intellectual power and international stature of the department than the fact that faculty members within this unit have been awarded an astounding 19 honorary doctorate awards. These degrees are among the highest honors in academia, and usually are conferred as a way of recognizing a distinguished visitor’s contributions to a specific area of study — or to society as a whole.

“These honorary degrees are recognition of the incredible work being done by those within the Department of Curriculum and Instruction,” says Professor Tom Popkewitz, a longtime faculty member with the department who holds six honorary degrees.

“We are providing knowledge that’s used for the common good that reaches not only across Wisconsin, but nationally and internationally as well.”

CONSIDER:

- Michael W. Apple, the John Bascom Professor of Curriculum and Instruction, and Educational Policy Studies, has called UW–Madison home since 1970 and holds seven honorary degrees. Apple is regarded as one of the most important and influential education scholars of our time, and has made crucial contributions to the development of critical educational theory, research and practice. His books, “Ideology and Curriculum,” and “Official Knowledge,” have been listed as among the 50 most significant education books during the 20th century.

Apple’s honorary degrees include: 2004, Rowan University; 2006, McGill University; 2011, Universidad de La Pampa; 2012, University of London Institute of Education; 2012, Federal University of Rosario; 2014, University of Buenos Aires; and 2015, University of La Coruna.

“These awards powerfully increase the recognition of the department and bring a large number of requests from local, state, national and international school systems for assistance in solving some of their most difficult problems of curriculum and teaching,” writes Apple.

- Thomas Popkewitz also has been a faculty member with the Department of Curriculum and Instruction since 1970, and is a faculty affiliate with Scandinavian Studies. His work centers on the knowledge or systems of reason that govern educational policy and research related to pedagogy and teacher education.

Popkewitz is often recognized for the uniqueness of his work, which combines a theoretical sophistication tying studies of power and knowledge with a historical elaboration and empirical research of the social and political dimensions that influence educational practices. His books and articles have been translated and published in 15 different languages.
Popkewitz’s six honorary degrees include: 1989, Ph.D. (Honoris Causa), Umeå University, Umeå, Sweden; 1996, Full Academician (Habilitation Degree), Russian Academy of Education; 2000, Ph.D. (Honoris Causa), University of Lisboa, Portugal; 2004, Ph.D., (Honoris Causa), Katholieke Universiteit Leuven, Belgium; 2007, Ph.D., (Honoris Causa), University of Helsinki, Finland; 2015, Ph.D. (Honoris Causa), University of Granada, Spain.

These honors, notes Popkewitz, have brought numerous Ph.D. students and Visiting Fellows to the department, many of whom occupy senior research and policy positions in the U.S. and internationally.

- **Gloria Ladson-Billings**, the Kellner Family Chair in Urban Education, holds three honorary degrees. She is perhaps best known for her book, “The Dreamkeepers: Successful Teachers of African American Children,” which was first published in 1994 and continues to be used in teacher education programs around the country. Ladson-Billings’ groundbreaking work on culturally relevant pedagogy and critical race theory centers on examining the practices of teachers who are successful with African American students.

Ladson-Billings’ honorary degrees include: 2002, Ph.D. (Honoris Causa), Umea University; 2010, Ph.D. (Honoris Causa), University of Massachusetts at Lowell; 2012, Ph.D. (Honoris Causa), University of Alicante.

“The tangible impact of these honors are in my ability to work with local school districts with some assurance that they are receiving professional development and advice from someone widely respected throughout the world,” explains Ladson-Billings. “These honorific awards give the department, the school and the university more visibility and credibility in the field.”

- **François Tochon** is a professor with the Department of Curriculum and Instruction, and with the Department of French and Italian. He is an expert in international studies in curriculum, pedagogy and teacher education, world language education, bilingual education and research methods.

He has two honorary degrees, which both were awarded in 1993. One is from the Universidad Inca Garcilaso de la Vega, Lima, Peru, and the other is from the National University of Rio Cuarto, Cordoba, Argentina. Both of these institutions recognized Tochon for his “research excellence and international recognition.”

Tochon’s primary scholarship has focused on the Deep Approach to world language, an immersive, learner-centered, technology-rich and project-based approach designed for institutions of higher education that offer programs in language and culture, and international or global studies. His other scholarship also focuses on world language teacher education, and globalization and language policies.

- **Carl Grant**, the Hoefs-Bascom Professor of Education with the Department of Curriculum and Instruction, has been on the UW–Madison campus for four decades and holds an honorary degree from the University of San Francisco, which he received in 2014.

A former teacher and administrator in the Chicago public schools, Grant is the founder of the area of multicultural education in the United States and remains one of the leading international researchers in that area today. He has spent decades working with teachers and administrators who commit to improving students’ achievement and multicultural education. His scholarship and research interests focus on: curriculum and pedagogical development in multicultural democratic education for educators; educational policy and practices in urban spaces; and arguments on social justice and human rights in national and international settings.

Carl Grant is recognized by Dean Julie Underwood during the School’s annual Faculty and Staff Achievement Awards reception and ceremony in April.
**PHILANTHROPY:**

Norm Berven, Barbara Mittelstaedt Berven take dedication to rehabilitation psychology program to new heights

After Barbara Mittelstaedt Berven wrapped up a successful career as a legislative speechwriter and as vice president of a utilities trade association, she says the “hardest part about retirement was wiping the smile off my face.”

It was December 2011 when UW–Madison’s Norm Berven first tried stepping away from his storied career as a professor with the Department of Rehabilitation Psychology and Special Education.

“And I flunked retirement,” says Berven, who joined the department as a faculty member in 1976. “It didn’t take long for me to figure out I wasn’t quite ready to step out, so I went back to teaching part-time.”

Most recently, during the 2015 spring semester, the professor emeritus co-chaired the department’s rehabilitation psychology program and led two graduate-level seminars.

“Rehabilitation psychology has always been near and dear to Norm’s heart, and it has also become near and dear to my heart,” says Barbara.

The couple’s love of the university and unparalleled dedication to the department was taken to an even higher level this spring when the two committed $500,000 to start the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology Fund, which will create an endowed professorship in rehabilitation psychology.

The value of this gift doubled thanks to funds available via a $100 million landmark contribution to UW–Madison in November by John and Tashia Morgridge. In an effort to recruit and retain world-class faculty, the Morgridge gift is being used to match donations — like the one from Norm and Barbara — for new and enhanced professorships, chairs and distinguished chairs.

Norm and Barbara already back a Great People Scholarship in their names that supports UW–Madison students in the School of Education who have financial need. Similarly, Norm started a Great People Scholarship in memory of his first wife, Stella, and Norm and Stella together established a scholarship, which assists a first-year graduate student in rehabilitation psychology.

Interestingly, Barbara became good friends with Stella long before she knew much about Norm. Stella and Barbara became close friends through PEO — a women’s philanthropic educational organization. Stella helped Barbara through a very difficult time in her life, when her husband, Bernard Mittelstaedt, was diagnosed with multiple myeloma. He passed away in 2008.

Barbara then supported Stella through her battle with breast cancer, and after Stella passed away in 2011, Barbara was there to support Norm.

“And surprise, surprise, love blossomed,” says Barbara, who married Norm in 2012. “And a wonderful bonus for me is the loving relationship that I have developed with Norm’s daughter, Jennifer.”

Barbara, Bernard, Stella and Norm all are proud UW–Madison alumni.

Norm Berven is hopeful that this most recent funding can be used to retain and recruit top faculty, which are instrumental in keeping the rehabilitation psychology program among the very best in the nation. In the most recent annual rankings of the top graduate programs, UW–Madison was again rated No. 1 in rehabilitation counseling by U.S. News & World Report.

UW–Madison Professor David Rosenthal says that he can’t stress enough the impact that Berven has made on the program.

“Norm is the backbone of our rehabilitation psychology program, and has essentially run the program for more than 30 years,” says Rosenthal, who co-chairs the rehabilitation psychology program and is an associate dean with the School of Education.

Indeed, Berven has dedicated his life to assisting people with disabilities lead productive and meaningful lives.

“The main impetus behind our decision to contribute was our love for the university and my love for our program, which Barbara has lovingly embraced,” says Berven.
The UW–Madison School of Education is an environment rich in creativity and invention.

Through unrestricted gifts, you keep the school flexible enough to cope with unforeseen challenges and pursue the promise of new ideas.

Serving Wisconsin and the Global Community

Unrestricted funds fuel Professor Robert Enright’s pioneering forgiveness education work. This step-by-step forgiveness process has been tested on groups ranging from incest survivors and children of alcoholics, to kids in classrooms in Milwaukee, Belfast, Northern Ireland, Monrovia, Liberia, and Seoul, South Korea, to name a few.

And in each instance, forgiveness has proven consistently successful in improving themes such as anger, anxiety and depression.

Breaking New Ground

Flexible funds are critical in advancing the work of faculty researchers and professors. Lynda Barry, an assistant professor of interdisciplinary creativity with the Art Department, has made groundbreaking contributions in her field. Barry leads the Wisconsin Institute for Discovery’s Image Lab, which is a flexible classroom space dedicated to real-time, hands-on creative activity that encourages a different take on problem solving and discovery.

Impacting Student Lives

Undergraduate tuition for Wisconsin residents in the School of Education now tops $10,000. That figure is nearly triple for non-residents, and graduate students face even higher costs. Scholarships and fellowships are necessary to ensure that the School continues to be accessible to the best and brightest students — regardless of financial circumstances.

To make a gift online, visit: supportuw.org/giveto/education
UW—Madison’s Clifton Conrad has spent more than three decades studying race and gender in higher education, visiting more than 40 historically black colleges and universities as part of his far-reaching work as an expert witness in major civil rights cases.

But not until he and colleague Marybeth Gasman embarked on a three-year national study of student success at minority-serving institutions (MSIs) did he develop a deeper appreciation for these colleges and universities, and a far better understanding of “how much many of us in higher education can learn from MSIs about cultivating equal educational opportunity for all — especially racially and ethnically diverse students, and low-income students.”

“One thing I’ve come to realize is that we need to abandon this one-size-fits-all way of conducting business that is typical at so many colleges and universities,” says Conrad, a Vilas Distinguished Achievement Professor and a faculty member in the School of Education’s Department of Educational Leadership and Policy Analysis.

Mainstream colleges and universities, says Conrad, tend to serve middle-income and affluent white students fresh out of high school. That’s not the case at the MSIs he spent time at. Conrad emphasizes how the majority of students he met during his research talked about the challenges they were facing, including: major family obligations; a lack of study skills; an absence of a positive self-identity; and English-as-a-second-language obstacles.

Conrad and Gasman, the director of the Center for Minority-Serving Institutions at the University of Pennsylvania, have co-authored a book about their research findings titled, “Educating a Diverse Nation.” Their research examined a dozen MSIs — including historically black colleges and universities, Hispanic-serving institutions, and Asian American and Pacific Islander-serving institutions.

The book, published in March by Harvard University Press, offers an on-the-ground perspective of life at these colleges and universities, and shines a spotlight on innovative programs and practices that are advancing students’ abilities to learn, stay in school and graduate.

The practices at MSIs that are helping nontraditional students flourish include: collaborative and peer-led teaching and learning; culturally-relevant and real-world problem solving; and the breaking down of silos, along with blurring the roles of faculty, staff and students.

As an example of collaborative learning — in which students learn with and from one another — Conrad explains how freshmen at Morehouse College in Atlanta who are majoring in STEM (science, technology, engineering and math) fields are paired with sophomores and juniors to help bolster success in these classes.

“We saw students helping each other as peer leaders,” he says. “The minority-serving institutions we visited are rejecting mainstream cultures of independent learning and fierce competition. They are placing far more emphasis on collaboration and making sure that everyone is engaged in mutually reinforcing teaching and learning.”

Meanwhile, in an effort to meet the varied needs of individual students, MSIs are creating cultures in which the traditional roles and responsibilities of administrators, faculty, staff and students are often blurred — with all parties taking personal responsibility for the persistence and the learning of students.

Conrad notes how Paul Quinn College in Dallas, for example, has a motto of, “We Over Me” that is expressed in the everyday life of everyone at the college.

“Because persistence, retention and graduation rates are sometimes a little lower at these MSIs, I think people overlook what a terrific job many of them are doing in light of the diverse challenges that students are facing,” says Conrad. “What struck me again and again was the array of challenges which required institutions to move away from the one-size-fits-all algorithm. These institutions have developed practices that are empowering students who have been put on the margins of higher education for far too long.”
News from Educational Policy Studies:
Department connects with community to examine ‘Race, Class and Inequity in American Education’

It was October 2013 when the Wisconsin Council on Children and Families released its “Race to Equity Report” that put a spotlight on the many ways in which blacks are much worse off than whites in Dane County, Wisconsin.

Findings of the report — which compared 40 indicators of well-being for Dane County residents, mostly between 2007–11 — included: three-quarters of the county’s African-American children live in poverty, compared to 5 percent of white children; half of all black high school students don’t graduate on time, compared to 16 percent of white children; blacks were 5.5 times more likely than whites to be unemployed.

“Many of us in the School of Education have been focusing on the opportunity gap or the achievement gap for a long time,” says Professor Stacey Lee, chair of the Department of Educational Policy Studies. “But ‘Race to Equity’ got people talking across different groups about some of these issues and really helped mobilize the conversation and we wanted to build on that momentum.”

So when the Department of Educational Policy Studies (EPS) hosted its 12th annual conference April 9–10, it was called, “Race, Class and Inequality in American Education: Placing the Local in Context.”

In previous years, the conference was typically housed on the UW-Madison campus, with the target audience being academics that studied topics related to a conference’s focus. But those who put this year’s conference together were intentional in their efforts to invite a range of community organizations and other stakeholders to share their thoughts on this topic. They also made it more accessible by holding a session on the south side of Madison.

In its effort to better bridge the gap between UW-Madison and the community, the department called upon a range of School of Education co-sponsors that routinely interact with those across campus, the region, and even the nation.

Co-sponsors included: the Minority Student Achievement Network, the Partner School Network, the Wisconsin Collaborative Education Research Network (The Network); the Wisconsin HOPE Lab; and the Morgridge Center for Public Service.

Panel discussions and presentations not only included local community and school leaders, but UW–based and national experts — including a keynote talk by the City College of New York’s R. L’Heureux Lewis-McCoy titled, “Inequality Reconsidered: Race, Education and Justice.”

“We were looking to get people to think about how we can understand these inequalities not only in a local context but also how they fit in as part of a larger, national problem,” says Lee, who co-organized the EPS Conference with faculty members Linn Posey-Maddox and Bianca Baldridge.

One of the highlights, notes Posey-Maddox, was a panel discussion titled, “Possibilities for Change,” that included a Madison middle schooler.

“She was phenomenal,” says Posey-Maddox, noting that students are often talked about as being part of a problem or evidence of schools having problems — but people rarely take the time to listen to what young people have to say or learn how they are making positive differences in schools and the community.

The close of the conference, which included a talk by the University of Illinois-Chicago’s David Stovall, took place off campus at the UW South Madison Partnership facility.

“We wanted this year’s conference to be more of a collaborative process and something that was more accessible to the community,” says Posey-Maddox. “It’s important to spotlight the work already being done on and off campus, and think together about solutions.”
A sk David Kaplan how he became a leading expert on large-scale educational assessments, and the chair of UW–Madison’s top-ranked Department of Educational Psychology can’t help but chuckle. “I actually just asked myself that question recently: What’s happened?” says the professor of quantitative methods.

In large part, Kaplan explains, the current focus of his academic work came about due to a fluky set of circumstances. While working at the University of Delaware in 2002, he delivered a presentation for an ill colleague at the American Educational Research Association’s (AERA) annual meeting. The topic was international assessments, and Kaplan recalls that “whatever I was asked to do and say turned out to be somewhat controversial.”

Since Kaplan was focusing on other research matters at that time and had only done the talk as a favor, he says he didn’t think much about it until a year later, when two researchers from the Australian Council for Education Research got in touch. They had heard him present at the AERA meeting and asked if he’d be part of an expert group for the 2006 cycle of the Program for International Student Assessment (PISA), which tests millions of 15-year-olds from dozens of countries on math, science or reading every three years.

“I truly fell into this work accidentally and then became intrinsically interested in it as time has gone on,” says Kaplan, who joined the UW–Madison faculty in 2006. But it’s through his important work in this realm that Kaplan has enjoyed a remarkable run of success — and received a string of impressive academic accolades — over the past year.

For example:

- In August 2014, Kaplan had his latest book published: “Bayesian Statistics for the Social Sciences.” This work introduces the Bayesian model to those who are more familiar with the classical, “frequentist” approach, in which a hypothesis is tested without quantifying one’s degree of uncertainty about it. Bayesian statistical methods begin by quantifying one’s uncertainty on an issue, which is then updated in light of new data. Ideally, over time, one’s uncertainty about a problem diminishes. His book uses examples from large-scale educational assessments.

- In October 2014, he received a Humbolt Research Award, which will allow him to spend mid-August 2015 to August 2016 working on the development and application of Bayesian statistical methods for large-scale educational assessments with colleagues at the German Institute for International Educational Research in Frankfurt.

- In early March, his colleagues in the Department of Educational Psychology elected him to become the first recipient of the new Patricia Busk Professorship in Quantitative Methods. This endowed professorship was made possible thanks to a generous gift from UW–Madison alumna Patricia Busk and her husband, Michael.

- And in mid-March, Kaplan received word that he was one of 16 leading researchers and exceptional educators to be elected to membership in the National Academy of Education. Nominations are submitted by individual Academy members once per year for review and election by the organization’s membership.

Some of this recognition is due, in part, to my ongoing involvement with the large-scale assessment world and all of the connections I have made by serving with people from around the world,” says Kaplan, who in March also was named an Honorary Research Fellow in the Department of Education at the University of Oxford. “Another part of it is the value of being here in Madison.”

“Our department is ranked No. 1 again by U.S. News and World Report and the colleagues I work with in my area of quantitative methods are the best in the country,” he continues. “And it’s not simply this department, but this School of Education and this university. UW–Madison is the pinnacle of research universities.”
Kaplan will be spending the 2015–16 academic year on sabbatical, a period he will use to continue building upon his development of statistical methods for international, large-scale assessments.

Much of this work will focus on PISA, as he serves as a member of the PISA Technical Advisory Group and as chair of the PISA Context Questionnaire Expert Group. Kaplan also serves on two expert advisor groups for the U.S. National Assessment of Educational Progress (NAEP).

To many outside of academia, PISA is best known as the organization that tests students from around the globe in reading, math and science. Some policymakers and media reports then skim the PISA results every three years to either highlight how great a particular nation’s schools are doing or spotlight other nations’ perceived failures.

“But in my opinion,” says Kaplan, “these rankings that people hear about are the least interesting thing to come out of these assessments. My interest is in using them for research purposes. These assessments can be very powerful research tools because they are very highly specialized and technically sound international surveys.”

Kaplan acknowledges that these assessments aren’t perfect. But he cringes when hearing calls by critics that PISA should be discontinued because some want to use the results for teacher accountability aims or other purposes that these assessments were never designed to measure.

Kaplan explains that his job serving on the PISA technical advisory groups is to use his statistics and education backgrounds to help bring improvements that will make the assessments better and more useful research tools. He notes that in addition to the math, reading and science assessments that are routinely publicized, PISA also includes a large background survey that helps put results into a context.

“That’s where researchers can then start to look at patterns and compare findings across countries,” he says. “If we have a well-designed assessment we may be able to find better answers to questions like, Why do students in one country have higher self efficacy in mathematics than students in another? And how does that relate to characteristics of students and schools? So I see PISA as a tool for international educational comparative research. But it’s just one of a number of different tools that can be brought to the discussion about how countries differ in terms of their educational system.”

After his sabbatical is over, Kaplan says he is looking forward to stepping away from many of the administrative duties he has taken on in recent years so he can focus on what he loves most: teaching and research. Kaplan has served as chair of the department for the past three years, and this spring chaired the Search and Screen Committee that identified candidates to become the next dean of the School of Education.

“I’m looking forward to going back to being a professor,” says Kaplan, who also holds affiliate appointments with UW-Madison’s Department of Population Health Sciences and the Center for Demography and Ecology. “I’ve learned a tremendous amount over these past several years but it’s time to go back to focusing on teaching and research. Hopefully this sabbatical will help me find some new research questions for me to bring to the classroom when I return.”

“In my opinion, these rankings that people hear about are the least interesting thing to come out of (the PISA) assessments. My interest is in using them for research purposes. These assessments can be very powerful research tools because they are very highly specialized and technically sound international surveys.”

— David Kaplan
Melanie Kirkwood, who grew up on the south side of Chicago, says she arrived on the UW–Madison campus four years ago “looking to get away from Illinois and reinvent myself.”

Initially undecided about what she wanted to major in at UW–Madison, a trip back home to Morgan Park High School during Kirkwood’s freshman year helped bring her future into focus.

“I went home during the holidays and it surprised me how quickly I had forgotten some of the inner city conditions I had come from,” says Kirkwood. “I had forgotten what my school was like and how important my favorite teacher had been to me, and I just decided that’s what I wanted to do.”

In May, Kirkwood graduated with a degree in Secondary Education, with a focus on English. During her time on campus she: started a UW-Madison chapter of Target HOPE, a nonprofit organization that enhances educational opportunities for minority students attending public high schools in the Chicago area; conducted research on women’s literature and presented her findings at a national reading conference; and developed a unique literacy curriculum while student teaching at the alternative Shabazz City High School in Madison. This course of study, called “Who Runs the World,” was a spinoff of a Beyoncé song and provided a unique lens through which to view literature.

Kirkwood admits her time on campus hasn’t always been easy. “We all come from different backgrounds, and me being a black woman from a larger inner-city school district, my views and my take on education is often very different from someone from suburban Wisconsin or rural, small-town Wisconsin. I’ve found out a lot about what’s important to me as a person and what my values are.”

Kirkwood says a good deal of credit for her success on campus must go to the Chancellor’s Scholarship Program — which helps attract and develop gifted individuals from underrepresented minority groups — and to the School of Education’s Office of Undergraduate Recruitment and Retention (OURR).

“I leaned on them a lot and they made it like a family atmosphere,” Kirkwood says of OURR.

Kirkwood adds that she is happy with her decision to go to UW-Madison.

“I felt like I needed to be in an environment where people didn’t know me to be able to grow,” says Kirkwood. “UW–Madison is a wonderful place to figure out who you are and learn about others.”

Kirkwood is heading back to Illinois and this fall will begin a Master’s of Education program at the University of Illinois at Urbana-Champaign, where she hopes to further examine how to build curriculum around young adult literature.

“Ironically, I feel like I can now go back to Illinois, where I can have a sense of grounding and a sense of home,” she says.

After earning a master’s degree, Kirkwood says she would one day like to be able to return to the classroom as a teacher.

“My hope is to return to a classroom and begin working on my practice as a teacher,” she says. “I also want to do research but I feel like you have to really know yourself as an educator and really get to know who the students in front of you are in order to be effective in conducting research and helping to improve education.”
Trio inducted into Bouchet Graduate Honor Society

Three UW-Madison students who are conducting their studies within the School of Education were inducted this spring into the university’s Edward Alexander Bouchet Graduate Honor Society.

This society commemorates the first African American to earn a doctorate degree from an American university (Physics, Yale University, 1876). The Bouchet Society seeks to develop a network of scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy — exemplifying the spirit and example of Bouchet.

Those from the School of Education who were inducted into the honor society during a ceremony at the University Club on March 25 include:

- **Saili Kulkarni**, a doctoral candidate studying special education with the Department of Rehabilitation Psychology and Special Education. Her research examines teacher beliefs and intersections of race and ability.

- **Patrice Leverett** is a doctoral candidate in the school psychology program in the top-ranked Department of Educational Psychology. Her dissertation, “Redirecting the Pipeline: Behavior interventions and treatment acceptability with African American middle school males,” explores the cultural relevance of Positive Behavior Supports (PBS) in school settings.

- **Gerardo Mancilla** is a doctoral candidate with the top-ranked Department of Curriculum and Instruction. His research explores the school-to-prison pipeline, court diversion programs, and Latin@ youth.

Student Ambassadors dedicated to connecting students, alumni to School of Education

There is a new group of School of Education students who are enthusiastic about the future of our school.

The School of Education Student Ambassadors are 30 student leaders with the mission to connect, educate and engage students and alumni to participate and become active members in UW–Madison’s School of Education’s community. As the President of the Student Ambassadors, I am delighted to introduce you to our new organization.

Much of our time this spring was focused on establishing the basics of any group — who we are, why we exist, and what we want to accomplish.

Our executive team is made up of five students and our advisor leading the other ambassadors to accomplish our goals. Our Communications Committee embraces our creative members who enjoy running our Twitter feed (@SoE_students). This fall they will be debuting, “Behind the Red Doors,” a student newsletter highlighting events, achievements of students, and insightful information and tips from faculty and peers.

A new tradition was introduced this spring when our Events Committee hosted the “Senior Celebration” in the Education Building’s Morgridge Commons. Seniors enjoyed pizza, Babcock Ice Cream and prizes. Dean Julie Underwood congratulated the seniors and Bucky Badger made an appearance to celebrate and pose for pictures.

Our Development and Philanthropy Committee focuses on connecting alumni — young or old — back to the School’s community through giving back. D&P, as we call it, was able to talk to seniors about the importance of starting their philanthropy at a young age. We had 50 seniors choose to support our school before they even graduated!

On behalf of all the ambassadors, we look forward to meeting and connecting with you in the months and years to come. The Student Ambassadors are always available to meet, chat and share experiences surrounding our remarkable School. Please let us know if you are in town and would like to meet up by emailing us at ambassadors@education.wisc.edu.

To the future and On, Wisconsin!

— Britta Pigorsch, President, Student Ambassadors
AERA Award Winners

UW–Madison shines at AERA Annual Meeting

Faculty, staff and students from UW–Madison once again played leading roles at this year’s American Educational Research Association (AERA) Annual Meeting, which was held April 16-20 in Chicago.

More than 200 distinguished presentations covering a diverse range of topics were delivered by those associated with the School of Education. In addition, nearly 250 people attended our annual AERA reception for alumni, faculty, staff and students, which was held at the Park Hyatt Hotel.

UW–Madison’s Gloria Ladson-Billings received AERA’s 2015 Social Justice in Education Award and delivered her award lecture to a standing-room-only crowd on April 16. In her talk, “Justice … Just Justice,” Ladson-Billings discussed past injustice in education for a range of groups and showed a continuum of justice past, present and future.

Ladson-Billings, who also was honored at the 2015 AERA Awards Luncheon on April 18, is the Kellner Family Chair in Urban Education and a professor with the departments of Curriculum and Instruction, Educational Policy Studies, and Educational Leadership and Policy Analysis. She is a former president of AERA whose work centers on examining the practices of teachers who are successful with African American students.

Do you know an outstanding professor, researcher or administrator? Someone whose dedication to public service and scholarship embodies the Wisconsin Idea?

If that individual is a UW–Madison School of Education graduate, consider nominating him or her for an Alumni Achievement Award. The school is currently accepting submissions for the 2015–16 Awards.

FOR MORE INFORMATION VISIT: education.wisc.edu/alumni-awards

DEADLINE: Friday, July 31, 2015

OTHER AERA AWARD WINNERS WITH TIES TO UW–MADISON INCLUDE:

- UW–Madison’s Bernadette Baker, a professor with the Department of Curriculum and Instruction, received the Division B (Curriculum Studies) Outstanding Service Award. This honor is primarily for Baker’s contributions to Division B while serving as Secretary from 2011–14. This marked the first time Division B awarded such an honor.

- A publication co-edited by UW–Madison’s Maisha T. Winn earned the Outstanding Book Award from AERA’s Qualitative Research Special Interest Group (SIG). The book is titled, “Humanizing Research: Decolonizing Qualitative Inquiry With Youth and Communities.” Winn is the Susan J. Cellmer Chair in English Education, and a professor with the Department of Curriculum and Instruction.

- UW–Madison’s Nicholas Hillman and Linn Posey-Maddox each were chosen as Outstanding Reviewers for 2014 for the American Educational Research Journal section on Social and Institutional Analysis (AERJ-SIA). Hillman is an assistant professor in the Department of Educational Leadership and Policy Analysis, and Posey-Maddox is an assistant professor with the School of Education’s Department of Educational Policy Studies. Similarly, UW–Madison’s Daniel Bolt was chosen by the Journal of Educational and Behavioral Statistics as an Outstanding Reviewer for 2014. Bolt is a professor with the Department of Educational Psychology.

- Andrew Porter, the former director of the Wisconsin Center for Education Research (1988-03) within the School of Education, was recognized with the Distinguished Contributions to Research in Education Award. Porter spent 2007–14 as dean of the University of Pennsylvania’s Graduate School of Education

- Kevin Kumashiro, the dean of the University of San Francisco’s School of Education, received the Distinguished Scholar Award from AERA’s Committee on Scholars of Color in Education. He earned a Ph.D. from UW–Madison’s Department of Educational Policy Studies in 2000.

CONGRATULATIONS TO THE 2014–15 RECIPIENTS!

DISTINGUISHED ACHIEVEMENT AWARD

Katy Heyning
Dean of the College of Education and Professional Studies, University of Wisconsin–Whitewater

Kenneth Teitelbaum
Dean of Watson College of Education, University of North Carolina, Wilmington

OUTSTANDING RECENT GRADUATE AWARD

Raul Leon
Associate Professor of Educational Leadership, College of Education, Eastern Michigan University
**CLASS NOTES**

Thank you to everyone who submitted updates. The response was so great that we couldn’t fit all of them in print. To read the extended version, featuring more news, please visit the online publication at [http://learningconnections.education.wisc.edu](http://learningconnections.education.wisc.edu). If you did not receive a Class Notes submission request, it is likely that we do not have your email address. Please update your alumni profile by sending a message containing your full name and preferred email address to soenews@education.wisc.edu so that we may contact you in the future.

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### 50s

**Margaret A. Lewis**  
**BS 1956 — Physical Education/Dance**  
Margaret is retired after teaching dance in primary and secondary schools and college.

### 60s

**Gerald Abitz**  
**MS 1961 — Elementary Education**  
After a successful career teaching fifth and sixth grade in the Green Bay Area Public Schools, Gerald retired in 1992. Since then, he developed an avocation — writing newsletter articles for the Brown County Historical Society on historic preservation projects.

**Donald Howard Kappes**  
**MS 1963 — Education, Counseling and Guidance**  
Donald is now retired and living in Phoenix, Arizona. He reports that the education he received at UW allowed he and his family to have “a most productive, interesting, and personally rewarding life experience.”

**James H. Beistle**  
**MS 1965 — Business Teacher Education**  
James was elected town chairperson for the Town of St. Croix Falls (Polk County, Wisconsin). He also retired from high school football officiating after 60 years as a WIAA official.

**Tom Blaskovic**  
**Ph.D. 1965 — Rehabilitation Counseling**  
Tom retired as Associate Professor Emeritus from the College of Business and Economics at West Virginia University.

**Richard Penn**  
**BS 1967 — Physical Education**  
Richard retired from a 27-year career in the U.S. Navy and has owned his own business for 12 years. Richard now drives a school bus for the Middleton Cross Plains School District.

**Ken Howey**  
**Ph.D. 1968 — Education**  
Kevin currently is working on teacher education initiatives for the 64 campus State University of New York (SUNY).

**Katherine Koch-Laveen**  
**MS 1973 — Curriculum and Instruction**  
Katherine is retired from teaching chemistry at Apple Valley (Minn.) High School after 38 years and is working as a long-term substitute in Minneapolis and St. Paul high schools.

### 70s

**Ronald A. Smith**  
**Ph.D. 1969 — Physical Education**  
After retiring from Penn State University in 1996, Ronald has continued to research and write about the history of intercollegiate athletics. A manuscript will be published later this year that looks at how administrators at Penn State reacted to the Jerry Sandusky child molestation scandal. It is titled, “Unhappy Valley: Joe Paterno, Jerry Sandusky, and the Crisis in Penn State Athletics.”

**Kenneth W. Reagles**  
**Ph.D. 1969 — Rehabilitation Psychology**  
Following graduation, Kenneth spent 26 years as a professor of rehabilitation counseling, the last 21 of which were at Syracuse University. In 1969, Kenneth founded a forensic consulting service, K.W. Reagles & Associates, and has provided expert vocational, life-care planning and economic services to attorneys and their clients throughout the U.S.

**Donnella Hurley**  
**BS 1971 — Elementary Education**  
Since retiring from San Juan Unified School District in Carmichael, Calif, in 2003, Donnella has focused on becoming an artist in watercolor and acrylic mediums. She has been featured on six covers of Inside Publications and has won several awards in juried shows at Sacramento Fine Arts Center in Carmichael, Calif.

**Caryl Ann Aquino nee Affeldt**  
**BS 1972 — Elementary Education**  
Caryl is working as a business English teacher for international companies in Mexico City, where she has lived for over 40 years.

**Robert S. Newsom**  
**Ph.D. 1972 — Educational Psychology**  
As a Senior Scientist at the Center for Health Systems Research & Analysis at the UW–Madison Schools of Engineering and Medicine, Robert is the principal investigator of a $2 million grant that provides: medical, consulting, quality and liaison services as well as analysis, research and policy development services to the state Medicaid system.

**Kathryn Krauthoefer Rausch**  
**BS 1973 — Elementary Education**  
Kathryn, who also holds an MA in library and information studies from UW–Madison, is currently working as a Youth Services Librarian and is also an author of two children’s books.

**Lynn Matluck Brooks**  
**BS 1974 — Dance/Dance Education**  
Lynn has headed the dance program at Franklin & Marshall College in Lancaster, Pa., since 1984. She now holds a full professorship and an endowed chair (Shadek Humanities Chair).

**Carole Dede**  
**BS 1974 — Education**  
Carole has been teaching GED for the last 20 years and still loves it. “I find that I can still use the theories and methods that I learned at UW as a solid base for teaching hi-risk adults in the urban setting,” Carole says.

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**Doyle earns President’s Award from Wisconsin State Reading Association**

UW–Madison alumna and former Wisconsin first lady Jessica Doyle in February received the President’s Award during the Wisconsin State Reading Association’s (WSRA) annual recognition ceremony.

Doyle is a dedicated literacy advocate who earned both her undergraduate (1967) and master’s (1976) degrees from the School of Education.

WSRA President Kathy Galvin recognized Doyle for her outstanding contribution to the cause of literacy within the state. Doyle worked for over 35 years as a teacher, and when her husband, Jim Doyle, became governor she traveled widely throughout the state, visiting schools, meeting teachers and discussing educational initiatives with them. She also launched the “Read On Wisconsin” literacy program.

Today, Doyle serves on the School of Education’s Board of Visitors and also is an instructor with Edgewood’s School of Education.
CLASS NOTES

Philip M. Anderson
Ph.D. 1979 — Curriculum and Instruction
Philip was named a Distinguished Alumnus of the Liberal Arts and Education Division at UW–Platteville (BS, 1972, MST, 1973) and gave the college’s commencement address in May 2014. He is currently professor of Secondary Education at Queens College, CUNY and professor of Urban Education at the Graduate Center of The City University of New York.

Karen Garst
Ph.D. 1982 — Curriculum and Instruction
Karen’s dissertation was on the topic of cultural reproduction, and today she is editing a book of essays of women’s journeys away from one of the main cultural players — religion. Karen retired as executive director of the Oregon State Bar in 2008. Karen writes: “I learned a great deal from Michael Apple and others about education, cultural reproduction, and today she is editing a book of essays of women’s journeys away from one of the main cultural players — religion. Karen retired as executive director of the Oregon State Bar in 2008. Karen writes: “I learned a great deal from Michael Apple and others about education, culture, and power.”

In retirement, Harris addressing sad legacies of war
Jim Harris entered UW–Madison 45 years ago as an intern with the Wisconsin Indian Teacher Corps, and left the university in 1973 with a master’s degree from the Department of Curriculum and Instruction. During his long career as a classroom teacher and elementary school principal in Wausau, Wisconsin, he worked with hundreds of Hmong and Lao refugee families. In retirement he founded We Help War Victims, a non-government organization that works in Laos to remove unexploded ordnance from villages contaminated by explosive remnants of war. In April, he returned to the U.S. following his 80th work trip to Asia. Over a three-month period Harris and his team of Lao deminers cleared over 100 farms in Sekong Province of cluster bombs, landmines, rockets, mortars and other dangerous items. In addition, the team cleared pathways so three villages could install water lines and irrigation ditches.

In 2016 We Help War Victims will return to Laos and work throughout the annual dry season to continue addressing the sad legacies of war. To learn more visit: http://www.wehelpwarvictims.org

Kathryn Lynden
BS 1982 — Education
Kathryn is currently president of Elite Destination Homes.

Jean M. Kennedy
BS 1979, MS 1983 — Elementary Education and Behavioral Disabilities
Jean recently retired from being a special education teacher for 28 years. Her career has taken her from Madison to Alaska, Jean retired in South Carolina with her husband and they are enjoying the weather and their retirement.

Seth Ablborn
MS 1985 — Physical Education
Seth is working with Nevada State College to begin the first rowing program in the state. He also is the headmaster of Henderson International School, the home of Findlay Prep.

Michael Kmiotek
BS 1979, BS 1985 — Art Education, Elementary Education
Michael has retired from teaching and has started a career as a sculptor and author. He has sculptures in six states and his first novel is titled, “Ye Shall Kill, Murder, Mania and Good Times.”

Glenn Olsen
Ph.D. 1985 — Education Leadership
Glenn retired as Professor Emeritus at the University of North Dakota, where he was Teaching and Learning Department Chair for six years.

Alan N. Crist
Ph.D. 1987 — Educational Administration
Alan will retire from his work as Senior Associate Vice President for Human Resources and Workforce Diversity with the University of Wisconsin System in July 2015. In August he will join the team of search consultants working with Association of Governing Boards (AGB) Search.

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Linda R. Larson
BS 1978, MA 1979, MFA 1980 — Art
Linda is continuing in her holistic massage business and also is writing short stories and flash fiction. A poem Linda wrote was accepted in the 2014 Madison mymetro.com online juried poetry anthology.

Heidi Notbohm
BS 1979, MS 1982 — Communicative Disorders
After a 30-year career in the public schools as a Speech Language Pathologist, Heidi and her husband Tom recently opened The Buckingham Inn, Madison’s newest B&B, located one block from Camp Randall Stadium at 1615 Summit Ave.

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CLASS NOTES

Laura Kramer Hibdon
BS 1988 — Elementary Education
Laura works as an ESOL teacher in Fairfax County Public Schools in Annandale, Va. She teaches students in the morning and then serves as the school Family Engagement Resource Teacher in the afternoon. Many students and their families are English Language Learners. She also conducts weekly parent education programs, coordinates school volunteers, and serves as the PTA mentor teacher.

David Alan Moyer
BS 1988 — Secondary Education-English
In April, David was recognized as a 2015 Superintendent of Distinction in the State of Illinois. He was inducted into the Sheboygan As Baseball Hall of Fame on June 13, 2015.

Colleen Doleman Reilly
BS 1988 — Elementary Education
Colleen has been teaching in Stoughton, Wis., for 25 years and is currently teaching seventh grade social studies at River Bluff Middle School, as well as serving as Block Leader, Social Studies Department Chair and as a district Strategic Leader.

Michael S. Blum
BS 1989 — Elementary Education
Michael has been teaching in the Wausau area for 25 years. He has been an investment adviser for the past 13 years.

Lauren Rosen Yeazel
BS 1989 — Secondary Education-Spanish
At the 2014 ACTFL National Convention in San Antonio, Lauren received The ACTFL/ Cengage Learning Faculty Development Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT — Higher Ed. Lauren is Program Director of the University of Wisconsin Collaborative Language Program. While Lauren began as a classroom teacher, for the last two decades she has dedicated her time to the professional development of language educators.

90s

Alison Kiesling Price
BS 1992 — Elementary Education, Psychology
Alison is the founder and Executive Director of Busy Brains Children’s Museum, an emerging museum to be located in Lake Villa, Ill. Busy Brains’ mission is to encourage learning through play, with specific content in science, art and humanities. Her love for science education methods came directly from her experiences in a cohort group in Madison.

Mike Bartley
1993 BS — Education-History
Mike is wrapping up his 20th year of teaching and the 15th at Watertown High School. He has been the Team Leader for the social studies department for the past seven years.

Yan Ma
Ph.D. 1993 — Curriculum and Instruction
Dr. Yan Ma was advanced to Full Professor III in April 2015 at the Graduate School of Library and Information Studies Film/ Media Program at the University of Rhode Island.

Christina Olson Miller
MS 1994 — Curriculum and Instruction
Christina is currently an Adjunct Professor at St. John’s University working with student teachers and teaching fellows.

Paul Rux
Ph.D. 1994 — Educational Leadership
Paul is in his second year of teaching for Concordia University Portland — Online in its new Ed.D. program. His focus is teaching courses on change leadership. As of 2015, he is also an invited member of the advisory board of the new Wisconsin Conservative Union, a 501-c-3 nonprofit that focuses on public policy research and education.

Sherrill Wagner
BS 1971, MS, 1985, Ph.D. 1995 — Educational Administration
Sherrill is currently working as a Student Services Coordinator in the UW College of Engineering advising nuclear and mechanical engineers.

Isabelle Durocher Smith
BS 1996 — Special Education
Isabelle has been teaching for the past 17 years at multiple age levels. In addition, she has been able to teach pre-service teachers in the field of Early Childhood Literacy Development through the University of Colorado-Denver. Isabelle writes: “Without the support and guidance I received at UW I would not be the teacher I am today. Keep ON WISCONSIN!!”

Turlington Stewart
MS 1996 — Special Education
Mary now lives in the Chicago suburbs and is a SPED teacher at Clay Academy in Woodstock, Ill. Clay Academy is a therapeutic day school for students who are challenged with significant behavioral and emotional challenges, whose social emotional needs cannot be met in a typical setting.

00s

Sara Jane Lee
BS 1986, MS 1997 Special Education
Sara Jane currently works as a Program Support Teacher for the Madison Schools’ Early Childhood Special Education program. She lectures at UW–Madison and Edgewood College each semester to students about Child Find and the Early Childhood Special Ed referral to placement process.

Keri Shotola Robbins
MS 2000 — Educational Administration
Keri was elected to the Monona (Wis.) Grove School Board for a three-year term (2015–18).

Mary J. Leonard
MS 2001 — Educational Psychology
Dr. Leonard was awarded tenure and promoted to associate professor at Montana State University, where she teaches science education and research courses in the Education Department. She and a colleague received a half-million dollar NSF EHR-Core Research grant to investigate student attributes that contribute to conceptual change in introductory biology courses.

Montague-Keels receives Future Language Teacher Award
UW–Madison alumna Alicia Montague-Keels received the 2014 Wisconsin Association of Foreign Language Teachers’ (WAFLT) Future Language Teacher Award. This honor is given to students in teacher-training programs who have shown exceptional promise and potential to become outstanding world language educators, WAFLT announced in a news release in December.

The news release notes how Montague-Keels began learning Mandarin Chinese at the age of 15 and has vowed to share her love for language with others. She graduated in May 2014 with a degree in Chinese Education. She currently is pursuing a master’s degree at the University of Pennsylvania and is a fourth grade teacher in Philadelphia.
Natalie C. Vershaw  
MS 2001 — Curriculum and Instruction  
Natalie has taught first, second, fourth, fifth, sixth and eighth grade in five different states and Finland. Natalie is currently teaching first grade in Virginia. She also is the Science Vertical team leader and Diversity Resource Teacher for her school. She writes: “Still cheering on the Badgers from Charlottesville!”

Ya-ling Chen  
Ph.D. 2002 — Curriculum and Instruction  
Ya-ling is an Associate Professor and Department Chair in the Early Childhood Education Department of National Pingtung University, Taiwan, R.O.C.

Michael J. Deignan  
BS 1988, MS 2002 — Physical Education and Educational Administration  
Michael is a former teacher, coach and school administrator in the Madison Metropolitan School District. Most recently, Michael has been serving as an elementary and middle school principal in Arizona and will be the new principal of Desert Ridge High School in Gilbert, Ariz. effective July 2015.

Lindsay Eysnogle  
BS 2002 — Elementary Education  
Lindsay has taught on unbridged Main islands and in 2008 worked with teachers from five unbridged islands to create the Outer Islands Teaching and Learning Collaborative, which connects teachers and students in these small, isolated schools through the use of distance learning technology and yearly face-to-face gatherings. In 2013 she earned a master’s degree in Educational Leadership from the University of Maine. After the birth of her first daughter, Lindsay accepted a part-time principal position at another unbridged island school — the Frenchboro School.

Jeffrey Stiedaman  
BS 2002 — Secondary Education-history  
Jeffrey was awarded the Kohl Educational Foundation’s Excellence in Education 2015 Fellowship award. The award involves a $3,000 personal award and a matching $3,000 grant to his school, Whitefish Bay High School, where he has been teaching since graduating from the UW.

Laura Feffer  
BS 2003 — English Education  
Laura is currently in her second year as Principal of Allegan Alternative High School in Michigan.

Corrie Wendorf Davis  
BS 2004 — Special Education  
Corrie is currently working as a Director of Community Support Services for the Kodiak/Aleutian region of Hope Community Resources in Alaska. Corrie is responsible for a staff of 50 who provide support and services for people who experience developmental and intellectual disabilities.

Brian Knox  
BS 2000, MS 2004 — Secondary-Science/Educational Psychology  
Brian is teaching seventh grade earth science at Peak to Peak Charter School in Lafayette, Colo.

Divya Parashar  
Ph.D. 2004 — Rehabilitation Psychology  
Divya currently is heading the Department of Psychology at the Indian Spinal Injuries Centre, New Delhi, India. “The education and clinical skills learned at UW–Madison continue to guide me every step of the way; and the collaboration with friends and colleagues is ongoing, which brings immense value to work,” Divya writes.

Margaret M. Williams  
MS 2004 — Curriculum and Instruction  
Peggy Williams (formally known as Margaret M.) recently released, “On the Road to Where the Bells Toll,” the second book in her “On the Road ...” mystery series. After 30 years teaching kindergarten, first grade and K-5 reading intervention with the Madison Metropolitan School District, she retired at the end of the academic year.

Greg Johll  
MS 2005 — Curriculum and Instruction  
Greg serves as the Director of Cooperative Extension Technology Services for the University of Wisconsin-Extension. This unit provides educational technology support for approximately 1,000 faculty and staff located throughout the state in 72 county offices and many of the four-year campuses. In late 2014, Greg’s unit was awarded with the Chancellor’s Award of Excellence.

Robin M. Nickel  
Ph.D. 2005 — Curriculum and Instruction  
Robin is the Curriculum and Assessment Consultant at Madison College.

Mark G. Lindsey  
BS 2001, MS 2006 — Secondary Education-Social Studies/Educational Psychology  
Mark has been teaching social studies at Oregon High School since 2001. Mark is also president of WEAC Region 6, a member of the WEAC Board of Directors and a 2015 recipient of the WEAC Presidential Recognition Award.

Abigail Reuler Tolchin  
BS 2006 — Special Education  
Abigail currently lives in Portland, Ore., and works for a neighboring school district as a transition teacher for 18-to-21-year-olds. She recently moved from San Diego, Calif., where she taught transition for seven years and earned a master’s degree from San Diego State University in Special Education with certificates in Autism and Transition. Abigail writes: “I was very inspired to pursue my work with young adults through my experiences at the McBurney Disability Resource Center at UW–Madison with Matt Ward, the first student with autism to graduate from the university.”

William Adams  
BS 2009 — Kinesiology-Athletic Training  
William currently is the Director of Sport Safety Policies at the Korey Stringer Institute, where his responsibilities encompass helping state high school athletics associations adopt sport safety policies that meet evidence-based best practices.

Sol Grosskopf  
BS 2009 — History Education  
Sol has been ordained into the holy ministry by the Lutheran Church-Missouri Synod and has taken a call to serve as the pastor at Redemption Lutheran Church in Bloomington, Minn.
Megan has been serving as an Active Duty Officer and who I am as a person.” She adds: “Understanding disability, rehabilitation and bettering overall quality of life has played in to my role as an Army Officer and who I am as a person.” She adds: “It has been an honor serving my country and am ever proud to be a Badger! On Wisconsin!”

Liz Donnelly
BS 2001, MS 2010 — Elementary Education, Literacy
Liz is currently teaching 4K in the Madison School District. Next year she will be teaching first grade at Conrad Elvehjem Elementary. She is also the secretary of Madison Teachers, Inc.

Leticia Smith Evans Haynes
MS 2004, Ph.D. 2010 — Educational Leadership and Policy Analysis
Leticia has been appointed Vice President for Institutional Diversity and Equity at Williams College.

Megan Rebecca Norton
BS 2010 — Rehabilitation Psychology
Megan has been serving as an Active Duty Army Medical Service Corps Officer for five years after commissioning through UW–Madison’s Army ROTC program. Megan writes: “Understanding disability, rehabilitation and bettering overall quality of life has played in to my role as an Army Officer and who I am as a person.” She adds: “It has been an honor serving my country and am ever proud to be a Badger! On Wisconsin!”

Mark Clement Mleziva
BS 2011 — Secondary Education-Political Science
Mark is currently in his second year of theological studies at the Pontifical North American College in Rome, Italy. He is studying to be a priest in the Roman Catholic Church and will hopefully be ordained in 2017.

David Simkins
Ph.D. 2011 — Curriculum and Instruction
David is an assistant professor in the School of Interactive Games and Media at the Rochester Institute of Technology. His new book was released in January 2015 called, “The Arts of LARP: Design, Literacy, Learning and Community in Live-Action Role Play.”

Jillian Block
MS 2012 — Educational Leadership and Policy Analysis
Jillian is currently in her second year as an elementary school principal in Sun Prairie, Wis.

Kristina Navarro
Ph.D. 2012 — Educational Leadership and Policy Analysis
Kristina was recently named the Director of Student-Athlete Engagement at UW–Whitewater.

Jill Underly
Ph.D. 2012 — Educational Leadership and Policy Analysis
Jill was named Superintendent of the Pecatonica Area School District for the 2015–16 school year.

Sam Wirch
BS 2012 — Art and Computer Science Education
Sam is currently a digital artist at Industrial Light and Magic, a division of Lucasfilm in San Francisco where he just finished working on CG look development and lighting for the upcoming “Jurassic World” movie.

Ellen Visscher
BS 2013 — Educational Leadership
Ellen has been teaching elementary students at an international school in Bangkok, Thailand. Ellen writes: “My degree from UW made my life abroad possible.”

Megan Landry
BS 2014 — Educational Leadership and Policy Analysis
Megan has spent the last year teaching in a third grade classroom in Pristina, Kosovo. She has a class of 20 students from many different countries, including: Kosovo, Albania, Turkey, Belgium, Bulgaria, England, Romania and Zambia. Next year, Megan will be moving to Hannover, Germany, to teach in another Year 3 classroom. She writes: “These opportunities would never have been possible without the amazing Wisconsin Experience gained at the one and only University of Wisconsin-Madison. U RAH RAH and ON WISCONSIN!”

Rebekah Dass Zechariah
MS 2014 — Educational Leadership and Policy Analysis
Rebekah works at a prestigious medical school in India with the Department of Distance Education. She has several roles in this job including curriculum development for new courses and teaching physicians who are enrolled in the course and administrative opportunities. Rebekah writes she is convinced that it is her ELPA degree that has landed her with this job that she absolutely loves.

Sharon L. Contreras
Ph.D. 2015 — Educational Leadership and Policy Analysis
Sharon is superintendent of the 21,000-student Syracuse City School District. She was a lead presenter at a Congressional briefing on March 3 and spoke about the challenges facing school districts in complying with federal school discipline guidelines and in changing school and district culture with respect to school disciplinary practices. Syracuse City Schools has adopted a new Code of Conduct, established training for staff on cultural competencies and on utilizing restorative practices, and hired an independent monitor to make sure the district ends implicit and explicit bias in student discipline.
Community dance program for girls presents third annual spring showcase

The third annual, “Performing Ourselves Showcase: I Dance Because … ” was held on May 2 in the Margaret H'Doubler Performance Space, Lathrop Hall, and featured performances by approximately 50 girls from six community centers across Madison.

These performers, through their choreography, reflected on why they dance and what dance means to them. Performing Ourselves provides a series of experiential movement and performance classes to nearly 100 underserved local girls in six Madison locations: the Boys and Girls Club of Dane County; East Madison Community Center; Goodman Community Center; Kennedy Heights Community Center; Lussier Community Education Center; and the Vera Court Neighborhood Center.

The program is co-directed by UW-Madison Dance Department Associate Professor Kate Corby and Associate Lecturer Mariah LeFeber.

“We’re pleased with the program’s growth over the last four years and our ability to continue to address the need for educational outreach and increased access to the fine arts for local low-income families,” says Corby.

The showcase is a collaboration between the UW-Madison Dance Department and the local community centers. It is the culmination of 30 weeks of instruction by undergraduate dance majors who work with elementary and middle school girls to create new choreography.

Amira Hampton and Heaven Tomeson take part in the “Performing Ourselves Showcase” May 2. Both are from the Madison East Community Center and their teacher was UW-Madison dance major Sarah Schwab.

In addition, prior to the awards ceremony the Wisconsin Center for Education Research (WCER) within UW–Madison’s School of Education announced that it is renaming its Visiting Minority Scholars Lecture Series in honor of Carl A. Grant. Similarly, the Carl A. Grant Honorary Fund is being established to sponsor this program. Grant is the Hoefs-Bascom Professor of Education with the top-ranked Department of Curriculum & Instruction. He has led funded projects at WCER reaching back into the 1970s, and was the first African American faculty member to join the School of Education.

School honors 2015 Faculty and Staff Achievement Award winners

The sterling national reputation of UW-Madison’s School of Education is due, in large part, to the talent and dedication of its faculty, staff and students.

Each year, the School recognizes some of its most outstanding contributors with School of Education Faculty & Staff Achievement Awards.

And on April 28, the most recent class of award winners was honored during a reception and ceremony in the Wisconsin Idea room of the Education Building.

This year’s award recipients included:

**ANN WALLACE ACADEMIC STAFF DISTINGUISHED ACHIEVEMENT**
Debbie Bebeau, Kinesiology – Occupational Therapy Program
Jerry Jordan, Student Diversity Programs

**CLASSIFIED STAFF DISTINGUISHED ACHIEVEMENT**
Susan Thideman, Counseling Psychology
Lori Zradicka, MERIT

**FACULTY DISTINGUISHED ACHIEVEMENT**
Fong Chan, Rehabilitation Psychology and Special Education
Li Chiao-Ping, Dance

**DICK & JULIE DALY EDUCATION STUDENT STAFF ACHIEVEMENT**
Nikelle Morris, Business Office

**COMMUNITY-ENGAGED SCHOLARSHIP**
Melissa Braaten, Curriculum & Instruction

**EXCELLENCE IN DIVERSITY**
Francois Tochon, Curriculum & Instruction

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supportuw.org/gift-planning
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According to U.S. News and World Report’s annual graduate school rankings, UW–Madison’s School of Education is No. 1 among public institutions for the second straight year. In addition, 10 specialty programs housed within the School of Education are highlighted by U.S. News as being among the elite programs in the nation.