During the fall semester, UW–Madison undergraduates taking “Dance 231: Introduction to Dance/Movement Therapy,” practiced implementing what they learned while working with children visiting the course from the local Preschool of the Arts. The class is led by Rena Kornblum, who has worked at the university since 1983 and coordinates the undergraduate certificate program in the creative field of dance and movement therapy within the School of Education’s Dance Department.

Kornblum, who is a certified dance/movement therapist with more than 35 years of experience in this field, teaches students about the fascinating nonverbal aspects of human communication and its applications to a wide range of fields, such as social work, teaching, occupational therapy, physical therapy and communication disorders.
FROM THE DEAN: Diana Hess

Dear Friends:

Although I started my fourth year as dean of the School of Education this fall, I’m still consistently inspired by the range of impactful efforts taking place across our unique School and its programs spanning the arts, health and education.

The theme for this issue of Learning Connections is impact. In many of these articles you will learn how our faculty, staff, students and alumni are involved in initiatives that are making a difference and changing our community, state and world in innovative and exciting ways.

Read how the School hosted a conference ahead of November’s midterm elections that gave educators the strategies, tools and confidence necessary to talk about politics and controversial issues in the classroom (see story, Page 8). Check out how Faisal AbdulAllah, a rising star with our Art Department, helps lead a program that connects area artists and court-involved Dane County teens to foster community engagement, self-expression and skill development (see story, Page 10). And learn how the Trans Research Lab, founded by Associate Professor Stephanie Budge, is engaged in both community outreach and important research that’s focused on health outcomes for transgender people (see story, Page 12).

No single issue of Learning Connections can spotlight all, or even a good percentage, of the impactful work taking place across every unit and all 10 of our departments. But we hope these stories give you a sense of the depth and breadth of our efforts, which wouldn’t be possible without a world-class faculty and quality leadership across our School.

Over the course of the current year, we’re hiring 18 faculty members — including 13 of whom joined us this fall. This infusion of talent is one of the largest jumps in faculty since the School’s founding in 1930 and means we’ll continue, and even improve upon, our impactful work in the years to come.

In addition, this summer and fall I added several invaluable people to my leadership team, including: Kimber Wilkerson, who in July was named faculty director of our new Teacher Education Center; Rich Halverson, who on Aug. 1 started his role as associate dean for innovation, outreach and partnerships; and alumna Christina Klawitter, who took over in September as our associate dean for student academic affairs after spending the past seven years at Beloit College as dean of students.

Finally, we have many alumni and friends who have contributed in significant ways to all of what we do in the School of Education. Thank you, and please know how much we value your support.

— Diana Hess
news & notes from across the school

Video game encourages students to discover, experience history

After collaborating with educators and students from across the state, Wisconsin Public Television (WPT) Education and the Field Day Lab released a new online video game, “Jo Wilder and the Capitol Case,” that encourages students to experience history as they discover it for themselves.

“Jo Wilder and the Capitol Case,” set in and around the Wisconsin State Capitol, assists educators in teaching history while engaging students as “history detectives” to immerse them in the action. It is a tool for students to engage in critical thinking and historical inquiry.

The game, which is free, was launched in October with the help of a cohort of teachers and students from around the state. The Field Day Lab is an educational game developer within UW–Madison’s Wisconsin Center for Education Research, which is housed within the School of Education.

To address Wisconsin Academic Standards for grades three through five in social studies, English language arts and information and technology literacy, players use detective skills to solve mysteries about real artifacts from Wisconsin’s history and use evidence to prove their discoveries. As the plot unfolds, players discover primary source materials. Then, like real historians, players engage in investigation, identification, corroboration and contextualization of evidence with their primary sources. To win each challenge, players must summarize the evidence and argue their case.

Teachers involved in the game’s creation have praised the ways that both the design process and the finished product have inspired their students.

“The experience of having a window into the game production process has been incredible for my students,” says Mike Scoville, a K–12 library media specialist with Door County’s Gibraltar Area School District. “As we play-tested each version, we saw how WPT and Field Day incorporated students’ suggestions into the game.”

To learn more or to play the game, visit this Field Day Lab website: fielddaylab.wisc.edu

Hoyt, Larson guest coaches for Badgers’ game at Camp Randall

School of Education faculty members William Hoyt and Elizabeth Larson served as guest coaches during the Badger football team’s game against Brigham Young University at Camp Randall Stadium on Sept. 15. Hoyt is a professor with the Department of Counseling Psychology and is the School’s associate dean for health areas, while Larson is an associate professor with the Department of Kinesiology’s occupational therapy program.

Both were given this opportunity due to their efforts to support student-athletes on campus. Hoyt and Larson toured the Fetzer Center for student-athletes, watched the football team practice Sept. 14 and met with UW football coach Paul Chryst after practice. On Sept. 15, they were invited to a brunch with recruits, got to watch warmups on the field, followed the team back out onto the field prior to kickoff and watched the first quarter on the sidelines before heading into the stands. Joining Hoyt as a guest was Nick Frost, a new faculty member with the Department of Counseling Psychology.

Elizabeth Larson (left-to-right), Badgers coach Paul Chryst, William Hoyt and Nick Frost pose for a photo Sept. 14 after practice at Camp Randall Stadium.
After 75 years, OT program building on tradition of excellence

UW–Madison’s occupational therapy (OT) program — which is housed within the School of Education’s Department of Kinesiology and is recognized as one of the best in the nation — celebrated its 75th anniversary with a series of events Sept. 13-15 on campus.

There was a welcome party at the Memorial Union’s Tripp Commons on Thursday night, Sept. 13, followed by a research symposium, the 39th annual Caroline Thompson Lecture and an alumni banquet on Friday, Sept. 14. The festivities wrapped up with a brunch and trip to Camp Randall Stadium on Saturday, Sept. 15, to watch the Badger football team play BYU.

“We are not simply celebrating a program’s longevity,” said School of Education Dean Diana Hess. “The exceptional research, scholarship and instruction that have kept our university’s OT program at the forefront of its field for decades are both impressive and worthy of this wonderful occasion.”

In all, nearly 300 alumni, students, faculty, staff and friends of the OT program took part in the various events.

“This program enjoyed a great deal of success in its first 75 years — and we are excited to build from that strong foundation to bolster the university’s tradition of excellence and educate occupational therapists who will promote the health and well-being of our state, our nation and the global community for years to come,” says UW–Madison’s Ruth Benedict, a professor and director of the OT program.

School welcoming 18 new faculty members to campus

The School of Education is hiring 18 talented new faculty members during the 2018-19 academic year, with 13 arriving on campus for the fall semester. The 18 new faculty hires marks one of the largest jumps in faculty since the School’s founding in 1930. Pictured here are 12 new faculty members who were able to attend the School’s annual welcome back event on Aug. 31. They are (left-to-right): Yeohyun Ahn, assistant professor, Art Department; Tomiko Jones, assistant professor, Art Department; Katie Eklund, assistant professor, Department of Educational Psychology; Amy Claessens, associate professor and Gulbrandsen Chair, Department of Educational Policy Studies; Malachy Bishop, professor and Norman L. and Barbara M. Berven Chair, Department of Rehabilitation Psychology and Special Education; Colleen Conroy, assistant professor, Department of Theatre and Drama; Nickolas Frost, assistant professor, Department of Counseling Psychology; Sarah Short, assistant professor, Department of Educational Psychology; Simon Goldberg, assistant professor, Department of Counseling Psychology; Susan Andreae, assistant professor, Department of Kinesiology; Stephen Kilgus, associate professor, Department of Educational Psychology; and Zhe (Gigi) An, assistant professor, Department of Rehabilitation Psychology and Special Education.
Early childhood education is a well-studied field.

However, Beth Graue, the Sorenson Professor in the Department of Curriculum and Instruction, and a former kindergarten teacher, realized something was missing. She decided a new type of research initiative was needed — one that grounds its work in the practical wisdom of classroom teaching.

On Oct. 24, the Center for Research on Early Childhood Education, also known by the acronym CRECE (Spanish for “it grows” and pronounced “cray-say”), launched as the latest research project at the Wisconsin Center for Education Research (WCER) within the School of Education.

“The new center will increase equal educational opportunities for young children, their families and their teachers through high-quality research-to-practice in very particular ways,” explains Graue, CRECE’s director. “We want to speak with practice, rather than over practice.”

Specifically, the new center will support cross-disciplinary research, critical policy analyses, high-impact teacher education, professional development for current and next-generation early childhood education researchers, and outreach to the early childhood community.

Amy Claessens, a newly hired associate professor with the Department of Educational Policy Studies and the Gulbrandsen Distinguished Chair in Early Childhood Education, is partnering with Graue to lead the new center. Claessens brings a rich skillset in advocacy and lobbying for early childhood education policy, and has extensive experience as a researcher working directly with teachers, families and home-based childcare providers.

“It is a great opportunity for me to be part of building something in early childhood education from the ground up that will be really important on campus, in the community and in the state,” says Claessens, who worked previously at the University of Chicago’s Harris School of Public Policy.

These two high-profile researchers envision CRECE as a national center that will attract researchers, faculty, students, educators, policymakers and the community surrounding early childhood education to WCER.

Jackson, Hillman receive major honors from ASHE

The Association for the Study of Higher Education (ASHE) in October announced its annual award winners leading up to the organization’s 2018 conference, and two faculty members with the School of Education received significant recognition.

Jerlando Jackson was awarded the CEP Mildred García Award for Exemplary Scholarship (Senior), while Nicholas Hillman was recognized with the CPPHE Excellence in Public Policy in Higher Education (Individual) Award.

The 43rd annual ASHE Conference was held in Tampa, Florida, with the awards ceremony taking place on Friday evening, Nov. 16.

Jackson is the Vilas Distinguished Professor of Higher Education and is chair of the Department of Educational Leadership and Policy Analysis. He also is director and chief research scientist of Wisconsin’s Equity and Inclusion Laboratory (Wei LAB). Jackson’s central research interest is organizational science in higher education, with a special interest in hiring practices, career mobility, workforce diversity and workplace discrimination. He also has a portfolio of research focused on interventions designed to broaden participation for underrepresented groups in the scientific workforce.

Hillman is an associate professor with the Department of Educational Leadership and Policy Analysis. Much of Hillman’s research centers on the topic of educational equity and looking at ways to give more people a fair shot at both accessing, and succeeding in, college. Hillman inspects these issues through a financial lens, examining how states distribute their funds, including where they decide to locate colleges and universities. On the federal side, he also studies the funding of higher education, mainly as it relates to student loan and grant programs.
The National Science Foundation (NSF) in July selected Robert Mathieu, the director of the School of Education’s Wisconsin Center for Education Research, as an inaugural member of the STEM Education Advisory Panel. Mathieu, who also is the Albert E. Whitford Professor of Astronomy at UW-Madison and the associate dean for research in the School of Education, started his first term on the national panel immediately and could serve up to three years.

David Kaplan will be spending two weeks in January as a visiting researcher at the Luxembourg Institute for Social and Economic Research (LISER). Kaplan is the Patricia Busk Professor of Quantitative Methods with the School’s No. 1-ranked Department of Educational Psychology. During his time at LISER, Kaplan will be presenting his recent work on Bayesian approaches to estimating country-level trajectories in educational outcomes and collaborating on multiple LISER-based projects.

Tom Popkewitz delivered a keynote speech at the European Educational Research Association’s annual conference in Bolzano, Italy, in September. Popkewitz is a professor with the No. 1-ranked Department of Curriculum and Instruction. His research focuses on the systems of reason that govern curriculum reforms, the sciences of education and teacher education. His keynote was titled, “The Paradox of Research: The Good Intentions of Inclusion that Excludes and Abjects.”

Craig Albers was named in September by the Society for the Study of School Psychology as the 11th editor of the Journal of School Psychology (JSP). Albers is an associate professor with the Department of Educational Psychology, where he is director of the school psychology program. Albers will begin his term as editor-elect in January of 2019 and he will serve as editor from January 2020 through the end of 2024.

Rich Halverson was named the School of Education’s new associate dean for innovation, outreach and partnerships, a position he started Aug. 1. Halverson is a professor with the Department of Educational Leadership and Policy Analysis, and the director of the Wisconsin Collaborative Education Research Network (The Network) within the School of Education. In his new role, Halverson is leading plans to expand the School’s current office of Education Outreach and Partnerships into a larger, more comprehensive unit.

The School of Education filled two key leadership positions for its new Teacher Education Center, which is set to launch later in the 2018-19 academic year. Kimber Wilkerson, a professor with the Department of Rehabilitation Psychology and Special Education, was named the faculty director of the center and started her new position on July 1. Samantha Baruah is filling the role of associate director, a post she started on Aug. 6 after arriving from Michigan State University. The new Teacher Education Center will support research, policy work and innovation in teacher education, as well as in the School’s mission-driven PK-12 educator preparation programs.

Christina Klawitter started in September as the School’s new associate dean for student academic affairs. She is an alumnus of the School of Education and had served the past seven years as dean of students at Beloit College.

In late October, a “Women Take the Polls” art project, which was designed to encourage people to vote, covered light poles on and around Bascom Hill with colorful “yarn bomb cozies.” This non-partisan act of “craftivism” was the idea of artists Kelly Parks Snider and Chele Isaac, who earned her master of fine arts degree from the School of Education’s Art Department in 2008. The project’s sponsors included the Art Department, the Arts + Literature Laboratory, the League of Women Voters of Wisconsin, Arts in Action, and BLINK! Madison Arts Commission.
UW–Madison’s Kimber Wilkerson and Melinda Leko were awarded a $2.5 million U.S. Department of Education Teacher Quality Partnership Grant to fund 40 graduate students who will work with students with disabilities in high-need and small, rural school districts across Wisconsin.

Wilkerson is a professor with the School of Education’s Department of Rehabilitation Psychology and Special Education (RPSE), and the faculty director of the School’s new Teacher Education Center. Leko is an associate professor and the department chair of RPSE.

“Special educators are sorely needed across Wisconsin — with the need particularly acute in small, rural districts and in schools that serve a high number of families and children who are economically disadvantaged,” says Wilkerson. “We are excited to work with new school district partners in this much-needed effort and look forward to preparing and supporting special educators in this innovative residency model.”

The project is designed to promote improved academic achievement and engagement of Wisconsin students with disabilities by recruiting and preparing 40 special education teacher residents through a 14-month master’s degree program. The project will prepare teachers in four different cohorts over the next four years.

Each graduate student will take part in a 10-month teaching residency in a high-need partner school, gaining knowledge and skills to meet the needs of students with disabilities in these districts. Upon completion, participants will be eligible for a master’s degree in special education and Wisconsin licensure as a special education teacher (cross-categorical, K–12).

In addition, the initiative will provide two years of ongoing support and professional development opportunities to enhance the special education teacher residents’ ability to positively impact outcomes. All residents are eligible for a one-year living stipend. In return, they commit to teach three consecutive years in a high-need school in a partner district.

In addition to connections across the UW–Madison campus, this project will also partner with the Wisconsin Department of Public Instruction, and the Wisconsin school districts of Beloit, Cambria-Friesland, Juda, Wonewoc-Union Center, Royall, Seneca Area, Adams-Friendship Area, and Wauzeka-Steuben. Teachers will work in 24 high-need schools within these districts.

Two other RPSE faculty members, Andrea Ruppar and Bonnie Doren, in September were awarded a grant from the Spencer Foundation to examine ways to help rural school districts better support special education teachers. Leko and Wilkerson are co-investigators on this project, which will identify emergency certified rural special educators’ professional development and support needs, and help researchers learn how teacher educators can support their development as teachers.

“Special educators are sorely needed across Wisconsin — with the need particularly acute in small, rural districts and in schools that serve a high number of families and children who are economically disadvantaged. We are excited to work with new school district partners in this much-needed effort and look forward to preparing and supporting special educators in this innovative residency model.”

— Kimber Wilkerson
UW–Madison to co-lead $10 million NSF grant to cultivate a more diverse, inclusive STEM faculty

To broaden participation in STEM programs and fields, the National Science Foundation (NSF) in September announced the award of a five-year, $10 million NSF INCLUDES Alliance grant to be co-led by UW–Madison’s Center for the Integration of Research, Teaching and Learning (CIRTL), and the Association of Public and Land-grant Universities.

CIRTL is a collaborative network of 39 research universities based in the Wisconsin Center for Education Research (WCER) within UW–Madison’s School of Education. Funding for this new alliance builds on an earlier NSF INCLUDES pilot project awarded to CIRTL in 2016.

Joining the lead institutions in the National Alliance for Inclusive and Diverse STEM Faculty are: Iowa State University; the University of California, Los Angeles; University of Georgia; and University of Texas at El Paso. These universities will partner with dozens of other universities, two-year colleges and organizations across the country to scale practices aimed at diversifying the nation’s STEM college educators and grounding them in inclusive teaching practices.

The new alliance seeks to attract and retain more underrepresented students — women, members of minority racial and ethnic groups, persons with disabilities and those from low socioeconomic backgrounds — in STEM college programs, and prepare them to succeed in a modern STEM workforce.

“Despite the importance of a more diverse faculty and the use of more inclusive practices by all faculty to advance learning and student success, improvement efforts have not been as successful as needed, particularly in STEM subjects,” says Robert Matheiu, who co-directs the new alliance and who is the School of Education’s associate dean for research, and director of WCER.

The project’s overarching strategy is to bring about national systemic change for STEM faculty by aligning and reinforcing professional development and hiring practices simultaneously at institutional, regional and national levels. To foster institutional change, the alliance will assist institutions to self-assess and improve their underrepresented group hiring and retention practices, and the inclusive teaching practices of their entire faculty.

MORE RESEARCH FROM AROUND THE SCHOOL

- **Haley Vlach** and **Percival Matthews** in September each received an Understanding Human Cognition Scholar Award from the James S. McDonnell Foundation (JSMF). These awards, of which only 10 were given out this year, each provide $600,000 of funding to be used over the next six years.

Vlach is an associate professor with the No. 1-ranked Department of Educational Psychology and is the director of the Learning, Cognition, and Development Lab. Her project that’s receiving funding via JSMF is titled, “The Development of Higher-Order Cognition: Words, Categories, and Concepts.”

Matthews is an assistant professor with the Department of Educational Psychology and he heads the Mathematics Education Learning and Development Lab. Matthews’ project being funded by JSMF is called, “Theoretical and Pedagogical Implications of the Nonsymbolic Ratio Processing System.”

Matthews also is the principal investigator on a new National Science Foundation (NSF) grant awarded in September that’s designed to examine ways to promote equal sign knowledge among school children. The NSF award, for more than $670,000 over the next three years, is for a project titled, “Cultivating Knowledge of Mathematical Equivalence.” This project will examine whether spacing instruction over time can lead to more substantial and long-term gains in equal sign knowledge, and whether such knowledge, in turn, fosters algebraic reasoning.

- **Susan Miller Smedema** was awarded a pilot grant from the National Multiple Sclerosis Society for a project that examines ways to help people with the disease bolster their quality of life. Smedema is an associate professor with the Department of Rehabilitation Psychology and Special Education, and is the director of the rehabilitation counseling master’s degree program. Her research project will investigate if individuals with MS who have specific strengths of character — such as creativity, perseverance, gratitude or hope — may be protected against negative effects of MS.

- **Brittany Travers** this fall secured a grant from the National Institute of Child Health and Human Development for a research project titled, “Brainstem Contributions to Sensorimotor and Core Symptoms in Children with ASD.” Travers is an assistant professor with the School of Education and the Department of Kinesiology’s occupational therapy program. Earlier this year she was appointed as the Carla and Michael Austin Occupational Therapy Faculty Fellow. She heads the Motor and Brain Development Lab within the university’s Waisman Center, where she is involved with more than a half-dozen research initiatives exploring various aspects of motor and brain development in children with autism spectrum disorder (ASD).
With anticipation for November’s high-stakes midterm elections heating up earlier this fall, educators had a golden opportunity to teach students about the American political system, and how to become insightful and engaged citizens.

But the nation’s partisan divide can make it difficult to hold respectful and thoughtful discussions on any range of topics.

“It’s important to find ways to prepare kids to participate in a highly partisan, polarized world — and yet we need to do this in a nonpartisan way,” says UW–Madison School of Education Dean Diana Hess. “I call this challenge the paradox of political education.”

In an effort to give educators the strategies, tools and confidence necessary to talk about politics in the classroom, the UW–Madison School of Education hosted a conference on Sept. 22 titled, “Teaching About the 2018 Elections: Preparing Students for Political Engagement.” The day-long event was attended by nearly 200 people, including pre-service teachers from the School of Education, K-12 teachers and administrators from across Wisconsin, and civics education experts from around the country.

“The conference was an outstanding opportunity for educators to collaborate and learn from people like Diana Hess and other experts in this field about what research says is the most effective way to talk about controversial issues and to get students civically engaged,” says Mary Ellen Daneels, who serves as the lead teacher mentor for the McCormick Foundation, heading professional development opportunities related to social studies standards and a new high school civics requirement in the state of Illinois.

“Teachers are often afraid and they’re scared because they don’t know how to talk about these issues,” says Marshall, “Conferences like the one in Madison are great because they allow educators to network and share ideas and learn how to access a whole range of outstanding resources.”
This can be especially true for educators who teach in rural areas and don’t have easy access to centralized resources of a large school district or a nearby university.

Pam Smith notes that she is a one-person social studies department for the just more than 100 students attending Florence High School in far northern Wisconsin.

“Out here in rural Wisconsin it’s easy to get out of the loop when it comes to finding resources to help students,” says Smith. “So having a university-sponsored event was a great opportunity for me to come and hear what experts and what other teachers are saying and thinking. The best part about the conference was all the great teaching materials and resources the presenters made available. As a teacher, we don’t have a lot of time to create new PowerPoints or handouts, so having everything provided to us online or via email, and having follow-up conversations with people I met, was really great.”

“Being given access to very specific lesson plans and online resources was very helpful,” adds Priyanka Subramanian, who is enrolled in UW–Madison’s secondary education master’s program, and who is currently student teaching in Madison.

Presenters at the conference from the School of Education included: Bianca Baldridge, an assistant professor with the Department of Educational Policy Studies; Li-Ching Ho, an associate professor with the Department of Curriculum and Instruction; Jeremy Stoddard, an associate professor with the Department of Curriculum and Instruction; graduate students Lauren Bagwell and Sean Corrigan; and Merri Lindgren and Madeline Tyner, who both are librarians with the School’s Cooperative Children’s Book Center. The event also included political science and journalism professors from UW–Madison, working journalists and civics education experts from across the country.

This conference was funded by the Gibb Democracy Education Fund and the Claudia Grams Pogreba Fund. Mary Hopkins Gibb is a 1955 School of Education alumna. Her husband, Bill, was a 1953 Wisconsin School of Business alumnus. Claudia Grams Pogreba is a 1970 School of Education alumna.

“This conference is but one example of how supporting the School of Education allows us to offer valuable programs for teachers and others that otherwise wouldn’t be possible,” says Hess, who holds the Karen A. Falk Distinguished Chair of Education.
Whether presenting a new collection of artwork in his hometown of London, speaking with UW–Madison students or working with court-involved teens in Dane County, Wisconsin, Faisal Abdu’Allah isn’t afraid to draw attention to — or ask probing questions about — history, race and intolerance.

“Everywhere I travel, the rubric is the same,” says Abdu’Allah, an associate professor with the School of Education’s Art Department. “I’ll meet a group of students less fortunate than myself and think, ‘If it weren’t for my strong family structure growing up, that could have been me.’”

Abdu’Allah is an internationally acclaimed artist who creates iconographic imagery of power, race, masculinity, violence and faith to challenge the values and ideologies attached to those images. He came to UW–Madison in 2013 as the Arts Institute’s Interdisciplinary Artist in Residence, and he returned in the fall of 2014 to join the Art Department as a faculty member.

During this period, the Wisconsin Council on Children and Families released the “Race to Equity” report that put the spotlight on the Madison area’s profound racial disparities in education, child welfare and the criminal justice system, among other realms. Three-quarters of Dane County’s African-American children live in poverty, compared to 5 percent of white children, the 2013 report explained. Half of all black high school students don’t graduate on time. And black juveniles, the report noted, were six times more likely to be arrested than white juveniles.

While such inequities are deep-rooted, Abdu’Allah has a unique ability to infuse people with confidence that the future doesn’t have to look like the past.

“Anyone with support will fly,” he says this fall while hanging out with six Madison-area teens at The Bubbler, a hub within Madison’s Central Public Library that connects artists to the community via a range of free, hands-on making, exhibitions and events. “Instead of watching young people become a representation of what some members of society expect, it’s important to help people become the very best of themselves.”

Abdu’Allah’s efforts center on utilizing the arts to connect with young people, nurture their creativity and confidence, and help give them a voice. Each semester for 15 weeks he runs the FauHaus Project, which he launched while visiting campus in 2013 and that he retooled and restarted in 2015. This project connects court-involved and at-risk youth with area artists, resources at The Bubbler, and a unit within the Dane County Department of Human Services.

“When we offer this program to the court-involved youth, an arts program is often the last thing they want to do,” says Alan Chancellor, a program leader with the Neighborhood Intervention Program, which is part of Dane County Human Services’ Youth Justice Offices. “But we have this hook to get the students involved because it’s often a part of a deferred prosecution agreement, where if they take part in our program for six months and take care of some other business, the charges can go away. So it’s a critical time for them.”

When asked why he agreed to take part in FauHaus, one 15-year-old replied quietly, “I was in a bad place before, so I thought I’d give it a try.”

One October evening, the students met with visiting artist Carlos Gacharná, an alumnus who first helped bring arts to underserved youth as an undergraduate taking a service learning course through Art Department Professor Gail Simpson. Over the years, Gacharná has taught a range of classes at The Bubbler and has partnered with Abdu’Allah and others on restorative justice projects. During this visit to The Bubbler, Gacharná led a pattern design session that included a history lesson on how patterns spread across the globe through the African diaspora.

“We can connect with students in ways that aren’t always possible in schools,” says Gacharná, who lives in Long Beach, Calif. “It’s personalized and a way to disrupt ways in which some students keep getting pushed to the margins.”
Rob Franklin, also known as Rob Dz and the media projects bubblerarian at The Bubbler, adds that by the time some of the youth become involved with the FauHaus project, they are already being written off as “unworthy” or “problematic.”

“That’s frustrating, because these are just kids!” says Franklin, a Kennedy Center certified teaching artist for the Making Justice program who focuses on hip hop, personal branding and spoken word as a positive form of self-expression. “We’ve all made mistakes. These guys are only 14, 15 or 16 years old. Sure, some are at a bit of a crossroads. But programs like this allow us to make connections and help students view themselves and the world in a different way.”

The students have gotten involved in art-related activities like painting, printmaking, spoken word, performance and photography, while contributing to discussions pertaining to identity and representation in visual culture. The art produced stems from the participants’ stories and experiences.

“I’ve learned that I really enjoy art,” says one 15-year-old.

FauHaus is linked to the Madison Library’s Making Justice Program, which was initially developed as a Wisconsin Idea initiative in partnership with Nancy Buenger and UW–Madison’s iSchool. Making Justice was seeded, in part, by grants from both UW–Madison’s Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment and the Morgridge Center for Public Service, along with a National Leadership Grant from the Institute for Museum and Library Services.

“When asked if FauHaus has value in the eyes of the Neighborhood Intervention Program and the Dane County Human Services’ Youth Justice Offices, Chancellor says: “It’s extremely valuable. I only wish more kids could take advantage of it.”

FauHaus is also part of the new UW Community Arts Collaboratory, which was made possible via the School of Education’s inaugural Grand Challenges Engage grant competition. Grand Challenges was launched in February 2017 to back interdisciplinary teams to address critical problems that span the arts, health and education. The Collaboratory, which is led by School of Education faculty members Erica Halverson (Department of Curriculum and Instruction), Kate Corby (Dance Department) and Abdu’Allah, provides artmaking opportunities for youth to cultivate wellness and advocate for social change.

“I think the real impact from FauHaus will be in the next five to 10 years,” says Abdu’Allah. “We have testimony from students talking about the impact this has made on their lives. I need to think of next steps on how I can collect more data over time and prove its worth.”

For now, Abdu’Allah says simply: “I’m confident that our work here, and our partnership with The Bubble, offers a space of imagination and infinite possibilities.”

The “Too Much Sauce” traveling teen art exhibition came to life during the Fall 2016 semester. This Bubbler and FauHaus project brought together UW-Madison students, staff, and the youth of greater Madison to celebrate cultural relativity, political awareness, and human growth and development.
It’s not uncommon for counseling psychology programs to promote their efforts to integrate elements of multiculturalism, diversity and social justice into their teaching, research and service. “Counseling psychology as a discipline, and this department here at UW–Madison specifically, has a historical commitment to social justice broadly,” says Anthony Flynn, a first-year Ph.D. student with the School of Education’s Department of Counseling Psychology. “When I was researching doctoral programs, the one here did the best job of showing that commitment is true. It’s not lip service, it’s embedded in their work.”

One excellent example is the groundbreaking work being done by the Trans Research Lab (TRL), a social justice driven lab conducting high-quality research that affirms the experiences of trans, nonbinary, gender-nonconforming (TNG) and gender diverse individuals. Led by Department of Counseling Psychology Associate Professor Stephanie Budge, TRL utilizes a critical lens to meaningfully transform and advance the position of trans issues within the field of psychology.

“One of the great things about this lab is that it’s not just about talk,” says Sergio Domínguez, a first-year Ph.D. student who was drawn to UW–Madison by Budge’s work. “It’s about walking the walk. Yes, there are other programs that are social justice oriented. But we like to get our hands dirty and work in the community.”

Flynn and Domínguez are two of about 20 students and a few community members involved with TRL, which focuses its research efforts on the emotions that trans individuals experience and their ways of coping.

Although it’s estimated that there are up to 1.4 million adults in the United States who identify as transgender, this population has not won the legal and social acceptance that gays and lesbians have. Research indicates that TNG and gender diverse individuals are particularly vulnerable to mental health concerns and psychological distress. Nearly 40 percent of respondents to the 2015 U.S. Transgender Survey reported that they recently experienced serious psychological distress, often related to mistreatment or harassment. Similarly, two out of every five respondents had attempted suicide, which is nine times the rate of the general population.

Since depression and anxiety are considered the most prevalent and treatable mental health disorders in the U.S., Budge explains that it’s imperative that treatments are tested for transgender individuals. “When you hear about such disparities, you can’t help but ask, ‘What can we do about it?’” says Budge, who earned her Ph.D. from UW–Madison’s Department of Counseling Psychology in 2011 before founding the TSTAR lab at the University of Louisville, which was the first transgender-focused research lab in psychology.

Budge returned to UW–Madison as a faculty member in 2014 and today is regarded as a trailblazer in understanding how best to conduct research with transgender individuals.

Budge and her TRL team meet for an hour each week to discuss research projects at different phases. The majority of lab members identify as LGBTQ and indicate that they are interested in doing research to learn more about transgender mental health, and to empower and affirm transgender individuals.

During the previous year, most of the meetings were devoted to conceptualizing the first randomized and controlled psychotherapy trial with TNG clients. The project provided accessible mental health care and looked at the effectiveness of focusing on contextual factors, rather than a diagnosis. Every individual in the clinical trial indicated that they experienced positive change, with a group receiving minority stress treatment improving at a faster rate.

In another project, TRL collaborated with colleagues at Harvard University and Boston Children’s Hospital in the Trans Youth and Family Study. This longitudinal project conducted qualitative interviews with TNG youth (ages 7-18) and their caregivers, and followed these families living in different regions of the U.S. (the Northeast, South and Midwest) over six months.

In addition, the lab partnered with the Wisconsin Trans Health Coalition and the Trans Youth Resource Network on a quantitative survey administered to youth across Wisconsin. This project included qualitative focus groups in different regions of the state in an effort to determine barriers and access to health care for TNG youth.

One indication of the lab’s prowess is that 13 research proposals from TRL members were accepted and presented at the American Psychological Association’s 2018 annual convention August 9-12 in San Francisco.

But in addition to its rigorous research, the TRL takes its advocacy and social justice-related efforts seriously as well. In a November TRL meeting, members discussed how best to craft a letter in response to the Trump administration’s efforts — according to a leaked memo and Oct. 21 report by the New York Times — to consider narrowly defining gender as a biological,
immutable condition determined by genitalia at birth. Lab members also started making plans for hosting a Trans Day of Wellness in 2019. This event, made possible thanks to a grant from the Department of Counseling Psychology, will likely focus on trans competency training, likely in a smaller city or town outside of Madison or Milwaukee, where such efforts are typically centered.

Previously, in perhaps its most impactful advocacy work to date, lab researchers met two UW—Madison employees who sued the state and the UW System over a 2016 decision by the Group Insurance Board (GIB) for the State of Wisconsin to exclude health care for transgender people. Members of TRL wrote numerous letters to the GIB, while Budge served as an expert witness in lawsuits brought against the board. The GIB in August reversed its decision, and starting Jan. 1, trans individuals can have access to hormones and surgeries through group state insurance.

“That’s a big win,” says Budge.

Budge is sometimes asked if this advocacy work makes her research controversial or biased.

“No,” says Budge, who has presented nationally and internationally, and whose peer-reviewed research has been widely circulated and cited. “There would be nothing controversial about a psychologist working to validate the experiences of veterans or individuals suffering from depression. Counseling psychologists use the scientific method to help understand the communities they hope to serve, and how best to help them.”

Adds Flynn, the first-year doctoral student who previously served as a study coordinator with the U.S. Department of Veterans Affairs, Mental Illness Research Education and Clinical Center in Los Angeles: “An often overlooked element of our roles as researchers is science communication. If our findings end up being affirming of trans people, or gender or sexual minorities broadly — and we let people know — I don’t think that invalidates our findings in any way.”

Members of the Trans Research Lab include (left-to-right): Eli Wachter, Sergio Domínguez, Cynthia Smith and Anthony Flynn.

**TRANSGENDER**
Assigned a gender at birth different than what they identify as now.

**NONBINARY**
May or may not identify as transgender. May have a wide range of identities, don’t identify singularly as male or female.

**GENDER NONCONFORMING**
Biggest umbrella term. Falls outside of traditional norms with talk, dress or how they present themselves.

**CISGENDER**
Assigned birth gender same as their gender identity.

**TRANSITION**
Means change, such as name, clothing hairstyle. Medical transition can include hormone therapy and surgery.
Ruth Zemke didn’t grow up in Oconto Falls, Wisconsin, with dreams of becoming an occupational therapist. In fact, she had never heard of the profession before seeing a brochure explaining the field at her local library as a teenager. “When I was young, everyone thought I was going to be a kindergarten teacher and that I’d go to the local teachers’ college,” says Zemke. “But I had my heart set on going to Madison and that brochure changed my life.”

After earning her bachelor’s degree in occupational therapy at UW–Madison in 1965 and working as an OT for several years, Zemke went on to earn her master’s and a doctorate at Iowa State en route to becoming one of the top scholars and leaders in the field. In 2017, during the centennial celebration of occupational therapy as a profession, Zemke was named one of OT’s “100 Influential People” by the American Occupational Therapy Association (AOTA).

Among her many accomplishments, Zemke is regarded as a pioneer in the development of occupational science, which is the study of human participation in the world. This discipline examines how engagement in occupation can address global health concerns by promoting health, well-being and quality of life across the lifespan. The founding of this new field has not only led to significant breakthroughs but has helped open major funding streams for occupation-related research. Similarly, Zemke is recognized as a leading figure in establishing occupational science for occupational therapy in Japan.

For these efforts and more, she received the prestigious 2018 AOTA Award of Merit. “One of the things that always stuck with me from my time at UW–Madison is this concept of what knowledge is all about,” says Zemke, who spent the bulk of her career as an internationally recognized professor at the University of Southern California, where she headed the OT graduate program. “There’s the plaque on Bascom Hall that talks about ‘fearless sifting and winnowing.’ It’s this idea that once you learn something you don’t have the answer and know it all – but that we must continuously be searching for the truth.”

To help celebrate the 75th anniversary of UW–Madison’s OT program and to help bolster its research efforts, Ruth and Wayne Zemke have made a generous donation to the OT program to establish the Zemke Fund in Occupational Science Research. “Sifting and winnowing is at the core of what I did as a researcher and my hope is we can give a boost to people trying to get their research projects up and running,” says Ruth Zemke.

Ruth and Wayne were college sweethearts and married while Ruth was pursuing her undergraduate degree in OT at UW–Madison. Wayne holds both a bachelor’s and master’s degree in engineering from UW–Madison.

The Zemke Fund in Occupational Science Research is made possible, the couple explains, in part due to an inheritance left by Ruth’s father, Victor Bast. Bast spent his career as an educator and principal, and also is an alumnus of UW–Madison, having earned his master’s degree from the School of Education.

“We’re all Badgers and wanted to give back to this great university,” says Wayne Zemke, a native of West Allis who went on to become a highly regarded engineer and a mechanical engineering faculty member at Cal Poly Pomona. “We both grew up in Wisconsin and this place is special to us.”

For information about making a gift or other donations to the School of Education, please visit supportuw.org/giveto/education
ACCIDENTAL PROFESSOR’ FRUTH MAKES PLANNED GIFT TO BOLSTER SCHOLARSHIPS FOR SCHOOL OF EDUCATION

The University of Wisconsin-Madison has meant different things to Marvin Fruth during different periods of his life. At first, it was little more than a giant playground for Fruth and his pals growing up in Madison. Later, it was a place to study, learn and grow as a student. Finally, it’s where Fruth spent nearly three decades as a highly regarded faculty member with the School of Education.

Recently, Professor Emeritus Marvin Fruth and his wife of 64 years, Beatrice, committed a planned gift to the School of Education that will bolster scholarship support for undergraduate students. When asked why he made such a commitment, Fruth paused. “Well, I guess I feel like I owe it to this great place, and my wife agreed” he says. “We’ve had a pretty good life. Not bad for an ‘accidental professor.’”

While growing up in the 1930s and 1940s about a mile south of campus, Fruth recalls how campus was a great place to hang out. “My friends and I would go to the top floor of Science Hall and slide down the old fire escape chute until the janitor would chase us away,” Fruth says with a laugh. “We’d climb into the top of Bascom Hall, between the ceiling and ventilation system, and we’d catch pigeons. In the fall we’d sneak into football games at Camp Randall Stadium.”

After graduating from Madison’s Central High School in 1949, Fruth didn’t have the funds to go to college. So he spent a year-and-a-half starting and running a tree trimming business. He then enlisted in the Marines and served in Korea, earning a Purple Heart. Fruth then used GI Bill funding to spend one semester at UW–Whitewater in 1953 before enrolling at UW–Madison, where he met and married Beatrice Ann DeHaven in 1954. He went on to earn an undergraduate degree in history and English in 1956.

Over the next decade he taught at Elkhorn High School, earned a master’s in counseling and guidance from the University of Missouri, and became a guidance counselor and school psychometrist at Elkhorn. He eventually earned his Ph.D. in Educational Administration from UW–Madison in 1966.

While wrapping up his doctorate, he landed a project assistantship job working on the proposed new Educational Sciences building. The day he was to start this job, the project manager left the university for a different post — leaving Fruth, with no experience in this realm, in charge.

In 1966, the School of Education got a new dean in Donald McCarty, and McCarty hired Fruth onto the faculty. “Dean McCarty wanted to keep me on because I knew a lot about the building project, so in a way it was an ‘accidental professorship,’” says Fruth.

Fruth went on to have a successful career, with the Educational Sciences building opening in 1972. Fruth also worked on a range of education projects, such as: the Wisconsin Information Systems for Education (WISE), which developed automated scheduling and grade reporting for state high schools; the Urban Administrator Training Program, which involved districts in Denver, St. Louis, Milwaukee and Minneapolis; and an initiative designed to better teach black history in urban schools, which included Washington, D.C., New Orleans, Milwaukee, Racine and Beloit among its participating districts.

Fruth says his real joy came in working with students and training future principals and superintendents from around the state.

Recently, Marvin and Beatrice Fruth committed the planned gift that will bolster a Great People Scholarship that was first created in the Fruths’ name in 2012. Their son, Charles Fruth, initiated this Great People Scholarship fund to recognize the significant influence Marvin Fruth had on his students, his colleagues and his field.

This scholarship is designed to assist undergraduate students in the School of Education whose personal and family resources aren’t adequate to cover the costs involved with attending UW–Madison.

“I had a very satisfying career and was able to recruit and mentor a number of bright administrators and teachers,” says Marvin Fruth. “Hopefully these scholarships will make a difference in the lives of future educators, too.”

Thank you for your support!
media mentions...

Faculty and staff from across UW–Madison’s School of Education are routinely quoted or making their voices heard in newspapers, magazines and online news media outlets. Similarly, these experts are often interviewed and showcased on a range of local, regional and national radio and television news reports. Over the past year, there have been more than 100 School of Education-related media mentions. Following are a few examples from the past several months.

Nathan speaks with Wall Street Journal about study-with-me videos

UW–Madison’s Mitchell Nathan is quoted in a June report from the Wall Street Journal that examined the explosion of so-called study-with-me videos.

The WSJ report is headlined, “Quiet! I’m Cramming for Finals — By Watching Someone Else Study,” and it explains that “as the school year ends, many students are watching videos of others hitting the books.”

The report notes: “In a tidy corner of the internet, a diligent class of students film themselves studying and post the videos online. They solve problem sets, revise worksheets, color-code notes and make flashcards — inviting viewers to study with them.”

The Wall Street Journal adds: “Some students may feel isolated when they’re up late studying. Having a video on in the background can feel like having a study buddy.”

“I think the people making these videos are tapping into a need where you want to be social without being disrupted from your study goals,” Nathan tells the Wall Street Journal for the report. “Think of it like parallel play. This is parallel studying: You’re ignoring each other, but that’s still much more preferable than doing it all by yourself.”

Nathan is a Vilas Distinguished Achievement Professor of Learning Sciences with the School of Education’s No. 1-ranked Department of Educational Psychology.

Diverse Issues spotlights UW–Madison’s Jackson

Jerlando Jackson is featured in a special September edition of Diverse Issues in Higher Education, with the magazine showcasing the accomplishments of distinguished professors of color.

Jackson is the Vilas Distinguished Professor of Higher Education, and chair of the School of Education’s Department of Educational Leadership and Policy Analysis. He also is director and chief research scientist of Wisconsin’s Equity and Inclusion Laboratory (Wei LAB).

Diverse Issues notes that Jackson was the first African American to be selected by UW–Madison as a Vilas Distinguished Professor in 2012.

“I was very pleased that my department, School of Education and university felt that my body of work, including my contributions on campus, warranted the distinction,” Jackson tells Diverse Issues. “I quickly also learned that these distinctions come with responsibilities to take on important university service obligations.”

To check out more In the Media reports, visit: news.education.wisc.edu/in-the-media
In other reports ...  

- School of Education Dean **Diana Hess** appeared on Wisconsin Public Radio’s “The Morning Show” in September to talk about the importance of civics education.

   Hess has spent much of her career researching the impact of school-based civic education programs and how students experience and learn from discussions of highly controversial political issues. Such discourse is at the heart of a democratic education, Hess tells WPR, and these discussions help students understand diverse points of view and become more politically engaged adults.

- The Chronicle of Higher Education in July posted a report examining “education deserts,” with the newspaper making note of the expertise of **Nicholas Hillman**, who has conducted significant research on this topic. Hillman is an associate professor with the Department of Educational Leadership and Policy Analysis. The article explores the breadth and impact of the pockets of the country in which it’s difficult for place-bound students to get to college, otherwise known as education deserts.

   “What would it take to make sure that distance doesn’t prevent students from obtaining a college degree? Making geography a bigger part of the conversation about college fit would be a start, according to Nicholas Hillman,” the article explains.

- A July article from Men’s Health about the dangers of football for young players’ brains quotes **Julie Stamm** and her research. Stamm, who leads UW–Madison’s anatomy courses, is an associate lecturer with the School of Education’s Department of Kinesiology. Men’s Heath notes that a 2017 study co-authored by Stamm in the journal Translational Psychiatry found that “people who started playing tackle football before age 12 doubled their risk of having behavioral problems and cognitive impairment, and tripled their risk of suffering from depression later in life. The increased risks did not change based on how many years they had played, the number of concussions they had, or whether they played through high school, college, or the pros,” the article explained.

- The work of Gear Learning, a game development studio that is led by **Michael Beall** and housed within the School of Education’s Wisconsin Center for Education Research, was highlighted in the June issue of In Business magazine. Gear Learning has a focus on the collaboration between subject matter experts and game designers, and its location in Madison gives the studio an advantage. Beall told In Business that Madison is the most potent hub of game development in the Midwest, and the Madison area is full of innovation and creativity.

   “Thanks to the foresight of Diana Hess, dean of the School of Education, and Bob Mathieu, director of WCER, Gear Learning is positioned to have tremendous impact in the field of games for learning,” Beall tells In Business. “As part of the UW–Madison campus, I am in regular meetings with some of the world’s foremost experts in areas like astronomy, pharmaceuticals, women’s health, astro-botany, and others. Through games, we bring together amazing people, all of whom seek to leverage the power of games to engage and educate.”

- Wisconsin Life in September produced an in-depth look at the remarkable work of **Helen Lee**, who is a master glassblower. Lee is a faculty member with the School of Education’s Art Department, where she heads the university’s highly regarded Glass Lab. “Glass has this really alien behavior,” says Lee. “How do you interact with something that’s changing its behavior as you work with it? It’s just really captivating to me.” The report explains how Lee’s glass artwork has been exhibited across the globe and how growing up bilingual, much of her work explores language. Wisconsin Life is co-produced by Wisconsin Public Radio and Wisconsin Public Television.

- UW–Madison’s **Bianca Baldridge** is the author of an op-ed published in September by the Black Youth Project that explains how afterschool youth work can be both beneficial and harmful, as it perpetuates deficit-based narratives that frame black and Latinx youth as culturally deprived, academically unmotivated, and in need of saving. Baldridge is an assistant professor with the Department of Educational Policy Studies. She is a sociologist of education and youth worker, and the author of the forthcoming book, “Reclaiming Community: Race and the Uncertain Future of Youth Work.”
LEARNING CONNECTIONS

SUMMER TERM

GPS and other technology helping athletes find fitness faster

By Käri Knutson, University Communications

Sure, Rachel Dawson knew that GPS could tell athletes how far they had gone.

But she had no idea that it could also show how fast an athlete accelerates or decelerates, or how far or high they jump.

“I knew nothing,” the senior kinesiology major said.

That’s just a sampling of what she learned in “Sports Science & Athlete Monitoring,” a new three-week Summer Term course taught by David Bell, an associate professor with the School of Education’s Department of Kinesiology and the director of the Wisconsin Injury in Sport Laboratory.

The upper-level class focused on the most popular technologies in the field of human performance in an effort to teach UW–Madison students how to collect data, interpret the information and use it in a meaningful way. It’s believed to be the only class that combines technology use and athletics that is aimed at undergraduates.

Throughout the class, students used GPS trackers during activities including basketball, flag football, Ultimate Frisbee and Capture the Flag.

“In and of themselves, they don’t look that impressive,” Bell said of the small trackers. “But when you turn them on, they talk to satellites and they can give you very detailed information.”

How detailed?

The data shows during one activity that one student ran 53 meters at more than 12 mph. And another speedy student ran 12 meters at more than 17 mph.

Students take the data to create graphs and charts that they can use to determine what needs to be worked on. While high-speed running is important, too much can lead to injury. Too little can lead to lackluster performance on the field.

“There’s a sweet spot (in athletic performance),” Bell said, “and the data can help find it.”

Most of the students in the class plan on going into athletic training or physical therapy. Technology can aid both, says Dan Schaefer, a third-year doctoral student who serves as a teaching assistant for the class.

“When you’re a sports scientist or coach, you need to build drills to improve fitness,” Schaefer said. “This helps us make sure we’re doing the right amount of work and we build up throughout the season or off-season. It gives us a tangible number and lets us know if we are heading in the right direction.”

While it’s being used for college and professional athletes, technology is no stranger to amateur athletes. The beeping from a sea of runners’ watches at any race will tell you that.

Some of this technology is already being used by amateur athletes and more will likely come. That’s one of the reasons Bell wanted to teach this course.

As an athletic trainer, Bell has been trying to predict injuries for nearly two decades. Technology is a valuable tool — but it’s just a tool, not magic.

“Injury prediction in humans is really hard to do. If it was as simple as one thing, we would have figured it out a long time ago,” said Bell, who is currently conducting groundbreaking research on young athletes who specialize in one sport, and how this can lead to injuries and burnout. “Human bodies are a lot more complicated than that.”

And while technology can be a motivator, whether we’re tracking our steps or tracking our miles, it’s not going to sweat for you.

“You need to have these expectations of what technology can do for you and they need to be measured expectations,” says Bell, who is now offering the course during the fall, spring and summer sessions.
One by one, high school students stepped forward to show an audience who they really are.

Julien Johnson recited his poem, “Thinking ... Not Living,” about transcending limitations.

Grace Greene sang her song, “Untitled,” about overcoming doubt and fear.

Rowan Suhre performed his movement piece, “Walking in Heels,” about struggling for personal growth.

The students spoke their truth in a July 27 showcase for Imaging Self (Integrated Art 330), a new summer program from UW–Madison’s School of Education. Elsewhere in the Education Building’s airy Morgridge Commons atrium, fellow classmates demonstrated printmaking techniques and displayed artwork they’d created during their transformative experience at UW–Madison.

Imaging Self is a three-week residential program in which high school students build their arts portfolios while earning college credit. They gain access to UW–Madison’s world-class facilities, working with faculty and practicing artists. The goal is to learn more about themselves through personal expression in visual art, dance and theater, as well as making connections among various art forms.

Johnson came to the program with experience in writing and music, and was surprised by how much he liked visual art. He also appreciated the chance to focus intensely on self-expression for three weeks.

“I enjoyed the fact that I got to dive deep into conversations about who I want to be, which is something I don’t usually get to talk about,” says Johnson, a student at Milwaukee County’s Brown Deer High School. “The focus was on our own image of ourselves, and not how others want us to be.”

Greene is interested in theater but discovered a new way of expressing herself at UW–Madison’s internationally famous Glass Lab. She also made friends while learning that she could handle herself at a Big Ten university.

“I was looking for an experience beyond what I was getting in high school,” says Greene, from Fox Point, Wisconsin. “I came out of it with a newfound understanding of what it’s like to live in a dorm and to be an arts student on a college campus.”

Thinking creatively

Imaging Self immersed students in a wide range of experiences. Along with their classes in visual art, dance and theater, they engaged with visiting artists in creative writing, music, and other disciplines. They attended shows at the Overture Center for the Arts, the Chazen Museum of Art, University Theatre and American Players Theatre, getting a behind-the-scenes peek at each venue. They also learned the secrets of composing a college application essay at the UW–Madison Writing Center. In the evenings, they enjoyed free time and activities planned by their resident advisers.

“There was so much going on, and it was so exciting for both the students and the instructors,” says John Hitchcock, associate dean for the arts at the School of Education. “Imaging Self got students to think creatively outside their normal routine and to work collaboratively.”

The Summer 2019 edition of Imaging Self (Integrated Art 330) will take place July 7–21, 2019.

For more details visit: summer.wwisc.edu/imaging-self/
Kids connect with robot reading partners

Kids learn better with a friend. They’re more enthusiastic and understand more if they dig into a subject with a companion, previous research has shown.

But what if that companion is artificial?

Researchers at UW–Madison built a robot named Minnie to serve as a reading buddy to middle school kids. And a study showed that Minnie’s new friends grew more excited about books and more attached to the robot over two weeks of reading together.

“After one interaction, the kids were generally telling us that, sure, it was nice to have someone to read with,” says Joseph Michaelis, a graduate student with the School of Education’s No. 1-ranked Department of Educational Psychology. “But by the end of two weeks, they’re talking about how the robot was funny and silly and afraid, and how they’d come home looking forward to seeing it again.”

In August, Michaelis and computer sciences professor Bilge Mutlu published their work with Minnie in the journal Science Robotics.

“Most interesting to me is that we know social learning strengthens interest and motivation,” says Michaelis, who taught high school science before returning to graduate school. “A lot of kids who don’t like reading, in particular, point out that it’s an isolated activity, and people just sort of accept that isolation. But it can be demotivating and harder to learn and understand in that situation.”

The researchers designed a two-week reading program, including 25 books representing a range of reading skill and story complexity. They programmed Minnie to be an interested listener. The children in the study read aloud to the robot, which could track their progress in the book and react to the story — every few pages or so, especially during important moments in the plot — with one of hundreds of preprogrammed comments.

Michaelis and Mutlu, whose work is supported by the National Science Foundation, see Minnie helping to spur otherwise reluctant students on in all sorts of academic tasks, and have already begun testing a version of the robot that shares in science studies.

“This idea is in its infancy. But now we know if you carefully design this, it can actually sustain interaction and heighten kids’ emotional experience with reading,” Mutlu says. “That’s a huge achievement.”

Several media outlets, including CNN and Popular Science, reported on the study.

— By Chris Barnard, University Communications

Doctoral student Wicker knows university experience from the inside

For years, Paris Wicker’s job was to help students succeed at college. Now she’s taking her own advice.

Wicker, who started as a doctoral student with the School of Education this fall, worked the last decade in admissions and student affairs at Lawrence University in Appleton, Wisconsin. When she left Lawrence in August, she was serving as associate dean of students for student transition, support and persistence.

“Now I’m the one in transition,” says Wicker, a Chicago native. “I need to keep reminding myself of all those things I told students time after time.”

Wicker is a Ph.D. fellow in a new program for doctoral students across three departments: sociology, educational policy studies, and educational leadership and policy analysis. The program is for students interested in drawing from sociological perspectives to research and teach about issues of race and inequality in education.

In her work experience, Wicker says she saw many students struggle with mental health concerns. She plans to research trauma and mental health-informed practices within higher education, especially in regards to retaining students of color.

When asked why she chose UW–Madison for her doctoral work, Wicker says: “It has such a strong research component, and the School of Education is always among the highest ranked in the country.”

— By Doug Erickson, University Communications
Two from School receive Fulbright-Hays Doctoral Dissertation Research Abroad Awards

Seven students from across UW–Madison — including two from the School of Education — were selected in October as recipients of the highly competitive Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Awards. UW–Madison boasts the highest number of DDRA awardees of any university in the nation for 2018. Fulbright-Hays DDRA Awards provide funds to doctoral students to conduct research outside the United States in foreign languages and area studies for up to 12 months. The awards are funded through the U.S. Department of Education’s International and Foreign Language Education office.

The two students from the School of Education who received these awards are:

Diana Famakinwa, advised by Lesley Bartlett, Educational Policy Studies. Famakinwa will spend eight months examining the engagement of the African diaspora in the development and internationalization of higher education in Nigeria and its implications for Nigeria’s place in the “global knowledge economy.”

Choua Xiong, advised by Stacey Lee, Educational Policy Studies. Xiong’s dissertation examines how HMoob (Hmong) youth navigate exclusionary educational practices of citizenship and belonging in Phetchabun Province, Thailand. Xiong will spend 12 months observing and participating in youth activities inside and outside of school spaces focusing on how students, teachers, and the HMoob community talk about culture, national belonging, and citizenship rights and responsibilities.

AROUND THE SCHOOL...

Gabbie Taschwer and two fellow members of the 2018 USA Water Ski Show Team became the first female trio ever to perform a triple helicopter spin in competition. The record-setting feat occurred Sept. 8 at the Show Ski World Championships in Ontario, Canada. The three sailed off a ski jump, spun 360 degrees in the air, and stuck the landing. “It was such a thrill and an honor to ski with people I’ve looked up to all my life,” says Taschwer, who is set to graduate this winter with a bachelor’s degree from the School of Education’s Department of Kinesiology.

Ellie Bruecker, a doctoral student with the Department of Educational Leadership and Policy Analysis, is becoming known as an expert on issues related to the federal government’s free application for financial aid, or FAFSA, form. In October, she spoke with two media outlets covering FAFSA-related topics. She was interviewed by Inside Higher Ed for a report highlighting a new “myStudentAid” mobile app that’s designed to help more applicants finish the application. And that same month she spoke with the USA Today Network-Wisconsin chain of newspapers about how large numbers of high school seniors across Wisconsin are missing a chance for college aid by not filling out the FAFSA form.

Rui Li in September was awarded a prestigious Doctoral Dissertation Grant from The International Research Foundation (TIRF) for English Language Education. Li is a Ph.D. candidate with the Department of Curriculum and Instruction. She is now one of 130 grantees from 26 different countries who have received this award since 2002. Her project that’s being funded is titled, “Multimodal Learning and Communication Through Transnational Digital Storytelling.”

Brett Nachman was elected in August to the national board of directors for the honor society of Phi Kappa Phi. Nachman, a Ph.D. student with the Department of Educational Leadership and Policy Analysis, will serve as the graduate student representative on the board for the next two years.
For a self-described shy person, Jessica Stovall is making some big waves these days. The 34-year old “Badger fanatic” and graduate of the UW–Madison School of Education spent the past 11 years teaching at the Oak Park and River Forest High School (OPRF) in the suburbs of Chicago.

She’s been showered with accolades, including Illinois’ Golden Apple Teacher of Distinction and the Fulbright Distinguished Teacher Award, which allowed her to spend several months in New Zealand researching the country’s efforts to address the achievement gap between Maori and non-Maori students. This past summer, she made the leap to the small screen as a subject in the documentary series “America to Me” by Academy Award-nominated filmmaker Steve James (“Hoop Dreams” and “Life Itself”). The 10-episode series, which premiered Aug. 26 on STARZ and ran through Oct. 21, followed students, teachers and administrators over the course of a year as they grapple with racial and educational inequities.

Stovall made time to chat prior to the launch of the series, and just before she packed her belongings into her 2009 Pontiac to drive across the country in August with her mother to Stanford University, where she started working toward her Ph.D. this fall.

Q: How did you get involved with this documentary?
A: I had been working at OPRF since I graduated from UW–Madison in 2007 (in secondary education). When the school board approved the documentary, Steve James and the rest of the filmmakers started interviewing faculty, students, community members and parents, and I started to explore getting involved. They initially said it was just going to be for a week or two and that with a few teachers they may stay longer. Then they ended up staying for the full year. So I didn’t know what exactly I was signing up for. What it wound up being is a year in the life of one American public high school, but I think that people will find that it really is a microcosm for what is going on in schools across the U.S.

Q: What did you take away from the experience?
A: It’s a special experience to be vulnerable on screen. When you’re a woman of color on predominantly white campuses like UW–Madison or Northwestern or at OPRF, which has a predominantly white teaching staff, you can feel like you are alone; like your experiences are unique to you. Being in the documentary helped me see how my experiences are not unique. Hearing from people who watched it who say they saw themselves in me has been really powerful and energizing. It’s been a good touchstone for me as I think about my future research into supporting teachers of color in classrooms at predominantly white institutions.

Q: What do you think are some steps we can take as a society to help close the racial achievement gap in the U.S.?
A: We need to start having real conversations about race and how race has impacted our lived experiences and outcomes. When all those studies came out showing that young girls were not going into STEM fields, institutions put a lot of energy and attention into the problem and have made amazing gains since then. Now imagine if we did that for issues of race.
Marilyn Williamson Collins  
BS 1952 — English/Speech Education
After being retired from 33 years of teaching, Marilyn moved to be near her son in Indiana.

Patricia Lock Hinrichs  
BS 1956 — Education
Patricia had a role in the Flat River Players production of “Red Velvet Cake Wars.”

Corinne Sue Wick  
BS 1956 — Education/Speech Pathology
Corinne reports that she is happily retired from teaching public speaking at San Francisco State University and City College of San Francisco. She now is volunteering in a second grade classroom reading to the class. She also performs original work in a theater group that she helped to form, Mothertongue Feminist Theater Collective.

Robert J. Meindl  
BS 1958 — English/History Education
Robert received the John Hurt Fisher Award in May for significant contribution to the field of John Gower studies. In June, he edited and introduced, with Mark T. Riley, “A Latin Reader for the Study of Early English Law.”

Janice Kohls  
MS 1963 — Education
Janice taught English, journalism, drama, and speech for 38 years at Fort Atkinson (Wis.) High School. She also served on the Board of the Kettle Moraine Press Association (KEMPA). After retir-
ing from teaching in 1995, Janice served as executive director of KEMPA for several years. She was named Adviser of the Year twice, and Journalism Education Association Teacher of the Year. Janice was also named Teacher of the Year at Fort Atkinson High School.

Susan Ellen Pitt  
BS 1963 — Elementary Education
Susan tutors at the Writing Center, which is the heart of Northern New Mexico College in Española. Susan is semi-retired from public and private education, and traveled to Mexico for Day of the Dead celebrations with a few of her fellow 1963-65 Guatemala Peace Corps group members. Six of the 50 volunteers graduated from UW-Madison. They have collaborated to write, “Recollections of Our Peace Corps Service 1963–1965.”

William Fuller  
MS 1968 — Education
William is entering his 20th year of retire-
ment after 34 years teaching music in Wisconsin public schools, spending 30 of those years in Madison. He currently plays in five Madison-area wind ensembles, a professional Beloit-area orchestra and occasionally in area pit orchestras doubling on clarinet, sax and flute. William reports that he is married, traveling, curling and having a blast. On, Wisconsin!

Zaida McCall  
BS 1986 — Education
Zaida is an active full professor in graduate education at Holy Names University in Oakland, California.

Leslie P. Steffe  
Ph.D. 1986 — Mathematics Education
Leslie holds the rank of emeritus distin-
guished research professor from the University of Georgia. He joined the faculty of mathematics education at UGA in the Fall of 1966 and retired from the department in the Spring of 2017. Leslie was a plenary speaker at the 2017 meeting of PHE/NA in Indianapolis, Indiana. He is a consultant to the AIMS Center for Math and Science Education, located in Fresno, California. The center’s work with teachers and children is largely based on Leslie’s research.

Alice E. Heiserman  
MA 1988 — English Education
Alice is president of Write Books Right, an editorial services company that helps authors write the books they desire.

Barbara Barry Levin  
MS 1971 — Curriculum and Instruction
Barbara recently retired after teaching for 25 years in the University of North Carolina-Greensboro’s Department of Teacher Education and Higher Education.

Julie Gebauer  
BS 1972 — Art Education
Julie has retired after teaching elementary art for 32 years, of which she spent 25 years in Sturgeon Bay Public Schools. She is now a practicing artist. Julie also sits on the current Board of Directors for the Door County Historical Society and the current Board of Directors for the Rogue Community Theater.

Robert S. Newsom  
MS 1970 — Educational Psychology
Ph.D. 1972 — Cognitive Science
Robert, following 22 years of service, interrupt-
ed by 20 years in the private sector, retired as an emeritus senior scientist from UW-Madison in April 2018.

Terese Berceau  
BSE 1973 — Communication Arts
Terese retired from the Wisconsin State Legislature, after serving 20 years in the Assembly.

Lynn Matluck Brooks  
BS 1974 — Dance
Lynn recently retired from Franklin and Marshall College, after founding the dance program there and leading it since 1984. She also retired from co-editing the journal, Dance Chronicles: Studies in Dance and the Related Arts.

STANFORD TAYLOR RECEIVES 2018 VIRGINIA HART SPECIAL RECOGNITION AWARD

UW–Madison alumna Carolyn Stanford Taylor was presented the 2018 Virginia Hart Special Recognition Award during a ceremony May 31 at the Wisconsin State Capitol.

Stanford Taylor serves as the assistant superintendent of the Division for Learning Support at the Wisconsin Department of Public Instruction. She earned her undergraduate degree in elementary education from the School of Education in 1978 and received a master’s from the Department of Educational Leadership and Policy Analysis in 1979.

A Wisconsin DPI news release explains how Stanford Taylor and her siblings were one of a few black families to integrate the schools in her birthplace of Marks, Mississippi. She came here to attend UW–Madison to pursue a degree in elementary education and served as a classroom teacher and principal in the Madison Metropolitan School District. She also became the first African-American president of the local teachers’ union.

Upon joining DPI in 2001, Stanford Taylor became the first female African-American appointed to serve as an assistant state superintendent. She is now one of Wisconsin’s longest serving assistant state superintendents.
**ALUM EVERS ELECTED GOVERNOR OF WISCONSIN**

UW-Madison alumnus Tony Evers was elected governor of Wisconsin in November in a historically close race against incumbent Governor Scott Walker, who was seeking a third term.

Evers, who is in his third term as Wisconsin’s superintendent of public instruction, earned his master’s from the School of Education’s Department of Curriculum and Instruction in 1976 and a Ph.D. from the Department of Educational Leadership and Policy Analysis in 1986.

Evers held a victory margin of just 1 percent over Walker, and will be sworn in Jan. 7. Evers began his career in 1976 as an educator in Tomah and went on to serve as an education leader at every level — principal, school district administrator, CESA administrator, and deputy state superintendent — before his election to the state’s highest educational post. Evers was first elected Wisconsin’s state superintendent of public instruction in April 2009. He was re-elected to the post in 2013 and 2017.

**CLASS NOTES**

**Carol Clements**  
BS 1975 — Dance  
Carol’s new book, “Better Balance for Life: Banish the Fear of Falling with Simple Activities Added to your Everyday Routine,” was released in November.

**J.A. Scott Kelso**  
MS 1973, Ph.D. 1975 — Education  

**William R. O’Brien**  
MA 1969, MS 1975 — Educational Leadership  
William retired as an associate professor of education at Marian University. He is currently a member of the St. Francis Xavier School System’s board of education. William is also actively involved with the area’s hospice program.

**Shehu A. Sulekman**  
BS 1975, MS 1976 — Education  
Shehu had a successful civil service career and retired in 2007 as federal permanent secretary of Nigeria.

**David Harris**  
MS 1970 — Education  
Ph.D. 1976 — Education  
David retired as a professor of teacher education at the University of Michigan. He has recently published a second edition of “Reasoning with Democratic Values: Ethnic Issues in American History.”

**Robert Allan Stevens**  
MS 1979 — Education and Educational Administration  
Robert’s book — “Anticipation Exceeded Realization: Saga of an antebellum college: the Story of the original Illinois State University” — has been awarded a commendation by the Concordia Historical Institute Department of Archives and History of the Lutheran Church-Missouri Synod.

**Maria Raguz**  
MS 1977 — Educational Psychology  
Maria studied at UW-Madison with a Fulbright scholarship and returned to Peru and became a full-time professor at one of the highest-ranked universities there, where she had studied psychology, mainly from a clinical psychoanalytical approach. She was the chief of psychology and is now dean of the psychology faculty. She opened and directed the first master’s in psychology program in Peru and, later, opened and directed for some years the Ph.D. psychology program. She received many awards for her research, such as the Psychologist of the Year Award in 2016 by the Peruvian Academy of Psychology. She reports that UW-Madison was key in her personal and professional development, a Badger always!

**Lisa Skriloff**  
BS 1977 — Education  
Lisa is celebrating 25 years in business as the owner of Multicultural Marketing Resources, Inc. and as the publisher of Multicultural Marketing News.

**Christine Ann Gowey**  
BS 1978 — Physical Education and Coaching  
Christine is a published children’s book author. She has published five books, including “Zip and Zap Take a Nap.” This book explores adrenal fatigue in an illustrated format that captures the imagination, making it easy for kids and parents to understand and discuss. Each of the books has a special purpose and message.

**Akira Tachikawa**  
Ph.D. 1978 — Educational Policy Studies  
Akira has been retired from teaching since 2009, but still continues research in the history of higher education. With a few friends, he has edited and published a major encyclopedia of universities in Japanese.

**Fredrick Schrank**  
MS 1975, Ph.D. 1980 — Counseling and Guidance  
Fredrick was named a 2018 J. William Fulbright Specialist by the U.S. Department of State, Bureau of Educational and Cultural Affairs. He was hosted by the applied child psychology program of McGill University in Montreal, Québec.

**Kim Fenske**  
BSE 1981 — Education  
Kim will release her latest Colorado hiking guide on Amazon Kindle Books this year. “Fourteeners for the Rest of Us” targets beginner and intermediate hikers who seek to safely summit many of those peaks in Colorado higher than 4,300 meters.

**Stephen J. Langendorfer**  
Ph.D. 1992 — Physical Education and Dance  
Stephen has retired from Bowling Green State University with rank of professor emeritus after serving as director of the School of Human Movement, Sport, and Leisure Studies. He received the Ireland Medal from the Irish Lifesaving Foundation for contributions to international drowning prevention efforts. Stephen is the founding editor of the International Journal of Aquatic Research and Education.

**Terry Austin**  
Ph.D. 1984 — Curriculum and Instruction  
Terry recently became the interim chair of the Department of Music at Virginia Commonwealth University in Richmond, Virginia, where he has served as the director of bands and a professor of music for 32 years. He is a regular guest conductor of the wind ensemble at the Musashino Academia Musicae in Tokyo, Japan, and is a guest professor at the Center of General Education of Guangdong University of Technology in Guangzhou, China.
Robert Scott Beck  
**B.M. 1984 — Music and Music Education**  
Robert has retired from public school teaching after 31 years of dedicated service as a Texas music educator. Two-thirds of his time as an educator were spent teaching in Title I schools. He is a six-time Texas state instrumental music finalist with his orchestras, more than any other band or orchestra director in the history of McAllen and Conroe school districts.

**Barbara Natkez Gruener**  
**B.S.E. 1984 — English Education**  
After 34 years of service in education, Barbara has retired from Friendswood ISD in Texas this past May to launch her encore career in speaking, coaching, mentoring and writing. Visit Barbara online at The Corner on Character blog or on twitter @BarbaraGruener for resources and tools on character building. Keep on crusading for good ... and Go, Badgers!

**Nancy H. Hornberger**  
**Ph.D. 1985 — Educational Policy Studies**  
Nancy writes from Umeå, Sweden, where she has been awarded an honorary doctorate and completed the PhD from the University of Umeå Faculty of Arts.

**Kirstin A. Anglea**  
**B.S.E. 1984 — Elementary Education**  
After 30 years in education, both as a public education teacher, leader, and professor in higher education, Kirstin has started her own consulting and coaching business, Nourish Courage, based on the foundational work of Parker Palmer.

**Matthew Hollern**  
**B.S. 1987 — Art**  
Matthew is a professor and chair of jewelry and metals at the Cleveland Institute of Art. He is in his 30th year of teaching at the Institute.

**Julie A. Nichols**  
**B.S.E. 1987 — Art**  
Julie is entering her 30th year of teaching for Milwaukee Public Schools.

**Kim Hlavacek Suhr**  
**B.S.E. 1987 — Elementary Education**  
Kim’s debut collection of short stories, “Nothing to Lose,” was released on Dec. 6, 2018. Kim is the owner and director of Red Oak Writing, an organization in the Milwaukee area that supports writers through critique groups, workshops, one-on-one coaching and creative writing camps for youth.

**Nancy Winokur Streim**  
**Ph.D. 1988 — Educational Psychology**  
Nancy is currently the associate vice president for School and Community Partnerships at the Teacher’s College of Columbia University. Her work focuses on coordinating the university’s intellectual, human and financial resources toward improving New York City public schools.

**Sandie Soldwisch**  
**Ph.D. 1990 — Continuing and Professional Education**  
Sandie was selected as the inaugural president for the OSF College of Health Sciences. This college is part of OSF HealthCare, which has two-century-old Colleges of Nursing and is committed to expanding within the healthcare education realm.

**Frances Schiff Wills**  
**Ph.D. 1990 — Educational Administration**  
Frances is completing her final year as superintendant of schools in New York State at Putnam Valley, and teaching in the doctoral programs at St. John Fisher College and Long Island University.

**Andrea Teresa Arenas**  
**M.S. 1986 — Education**  

**Renee Wilberg**  
**B.S. 1991 — Education**  
Renee was a recipient of the Herb Kohl Teacher Fellowship Award in 2017. This honor is based on an educator’s superior ability to inspire a love of learning in students, leadership and service within and outside the classroom, and the ability to motivate others.

**Jennifer Peck**  
**B.S.E. 1992 — Secondary Education in Science**  
Jennifer was recently hired to lead science, technology, engineering and math (STEM) Learning Services at CESA 10 in Chippewa Falls, Wis.

**Jennifer Elaine Sommerness**  
**B.S. 1992 — Rehabilitation Psychology and Special Education**  
Jennifer is the executive director of the Inclusive Schools Division at Kids Included Together (KIT). KIT is a non-profit organization, and a world leader in disability inclusion and behavior support.

**George A. Goens**  
**Ph.D. 1993 — Educational Leadership**  
In January, 2019, George’s new book, “Civil- ity Lost: The Media, Politics and Education,” will be available from Rowman and Littlefield. This is his 10th book.

**Gene Delcourt**  
**B.S.E. 1992 — Education**  
**M.F.A. 1992 — Art**  
Gene has retired from teaching social studies at Malcolm Shabazz High School in Madison for 23 years. He is pursuing a new career as an eco-friendly casket builder. Gene mills his own lumber and hand builds beautiful, affordable, metal free caskets for environmentally conscious people.

**Michael Meyer**  
**B.S. 1995 — Education**  
Michael was promoted to full professor of English at the University of Pittsburgh, where he teaches creative writing.

**Diana Moran Thundercloud**  
**M.S. 1995 — Curriculum and Instruction**  
Diana completed her superintendent license with the Wisconsin Department of Public Instruction, and now holds her superintendent license through her program at Viterbo University in La Crosse, Wisconsin.

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**TAUSCHER INDUCTED INTO GREEN BAY PACKERS HALL OF FAME**

UW–Madison alumnus Mark Tauscher was inducted into the Green Bay Packers Hall of Fame in July. Tauscher is a former Badger and Packer offensive lineman who graduated from UW–Madison in 1999 before going on to earn his master’s degree in educational administration from the School of Education in 2003. He also is a former member of the School of Education’s Board of Visitors.

“It’s hard to grasp how unlikely it is that a seventh-round pick, a UW walk-on from a Wisconsin town of 600 ended up having an 11-year career in the NFL and now is a Packers Hall of Fame inductee. This is a dream come true,” Tauscher said in his acceptance speech.
The 2019 Wisconsin Teachers of the Year were announced in June and one of this year’s award winners is UW–Madison alumnus Benjamin Grignon.

Grignon graduated from the School of Education’s Art Department in 2005 with a bachelor of fine arts degree. Currently, Grignon teaches traditional Menominee crafts at Menominee Indian High School in Keshena.

As part of the Teacher of the Year honor, Grignon will receive $3,000 from the Herb Kohl Educational Foundation.

The teachers are chosen by the Wisconsin Department of Public Instruction every year.
Leonel Lim
Ph.D. 2013 — Curriculum and Instruction
Leonel’s 2016 monograph “Knowledge, Control and Critical Thinking in Singapore: State Ideology and the Politics of Pedagogic Recontextualization,” was awarded the 2018 Critics’ Book Choice Award by the American Educational Studies Association. The monograph was based on his Ph.D. dissertation that explored the politics of knowledge and curriculum reforms in Singapore, and was supervised by Professor Emeritus Michael W. Apple.

Zachary Meyer
BS 2013 — Kinesiology Physical Education
Zachary graduated from the University of Wisconsin School of Medicine and Public Health, attaining a doctorate of medicine in June 2018. Currently he is in his first year of a family medicine residency at Gunderson Health System in La Crosse, Wis.

Jayme Shimooka
BS 2014 — Dance
Jayme is the owner and artistic director of Studio Dansu, a performing arts studio in Madison that specializes in dance, acting and vocal instruction.

Saili Kulkarni
MS 2010, Ph.D. 2015 — Special Education
Saili was selected for a curriculum inquiry writing fellowship new tenure track position at San Jose (California) State University. She was also selected as a faculty in residence.

Elisabeth Slotten
BS 2015 — Secondary Education in English
Elisabeth was named Emergent Teacher of the Year by the Janesville (Wisconsin) School District. She is a fourth-year English teacher at Janesville Craig High School. She currently teaches honors and advanced placement classes. Elisabeth is also an instructor with UW–Madison’s PEOPLE Program.

Erin R. Trondson
MS 2016 — Curriculum and Instruction
In addition to serving as the head of school at Woodland Montessori School in Madison, Erin now works as an adjunct professor in the UW–River Falls Teacher Education Department, a practicum supervisor for Seton Montessori Institute, and regularly presents and facilitates at various conferences and workshops.

Lisa Hennessey
BSE 2011 — Secondary Education in Math
MS 2017 — Educational Leadership and Policy Analysis
Lisa has taken a new position in her current district. She is now the 4K–12 math coordinator for Sun Prairie Area School District.

KOWALCZYK EARNS NATIONAL EDUCATOR OF YEAR AWARD FROM ASSOCIATION FOR MIDDLE LEVEL EDUCATION

Sandra Kowalczyk, a reading specialist at Patrick Marsh Middle School in Sun Prairie, in August was named a 2018 Educator of the Year by the Association for Middle Level Education (AMLE).

Kowalczyk, who earned a Reading Specialist license through UW-Madison’s School of Education in 2005, received the award during the association’s annual conference Oct. 25–27 in Orlando, Fla.

The award, supported by the AMLE Foundation Fund, recognizes outstanding practitioners in middle level education — those who have made a significant impact on the lives of young adolescents through exemplary leadership, vision, and advocacy.

According to a news release from AMLE, “Kowalczyk has been a middle school literacy educator for 27 years, teaching intervention classes for high-needs students reading below grade level. She is a National Board Certified Teacher who has been a Wisconsin Middle School Teacher of the Year (2009), National Council of Teachers of English Outstanding Middle Level Educator (2015), and was a Global Teacher Prize Top 50 Finalist (2015) amongst other awards.”

Kowalczyk also co-designed integrated reading/language arts curricula integrating music, dance, and drama as part of a K-12 project selected by NASA as one of eight projects aboard the 1998 STDS Discovery Space Shuttle Mission, Astronaut John Glenn’s historic return to space.

Adam Ross Nelson
Ph.D. 2017 — Educational Leadership and Policy Analysis
In August of 2018, Adam began a position as a research data scientist at The Common Application, Inc. He is The Common Application’s inaugural research data scientist. His research includes study of college admissions as well as campus safety.

Jennifer Seelig
Ph.D. 2017 — Educational Policy Studies
After completing her doctoral degree, Jennifer spent a year as a post-doctorate with the School of Education and Social Policy at Northwestern University. She recently returned to UW-Madison this fall as an associate researcher and assistant director for the new Rural Education Research and Implementation Center.

Laura Chávez Moreno
Ph.D. 2018 — Curriculum and Instruction
Laura is a postdoctoral scholar at the Graduate School of Education and Information Studies at the University of California—Los Angeles. She was awarded third place in the American Association of Hispanics in Higher Education’s (AAHHE) 2019 Outstanding Dissertation Competition for her dissertation titled, “A critical race ethnography examining dual-language education in the new Latinx diaspora: Reinforcing and resisting bilingual education’s racial roots.”

Jeremiah Zuba
BS 2018 — Art
Jeremiah travels the country leading yoga and meditation trainings for educators to support them in bringing wellness practices into their classrooms and communities. He also designs and teaches mindful art curriculum for the classroom.

CALL FOR ALUMNI UPDATES

We received an outstanding response to our call for alumni updates. We love hearing from you, so keep the submissions coming! The only down side to this is we couldn’t fit all of these items into print due to space limitations. In addition, the vast majority of updates we did publish here were trimmed so we could run responses from as many people as possible. To read all the Class Notes submissions we received — and to also learn more about updates we did publish — make sure to visit the Learning Connections website: learningconnections.education.wisc.edu

If you have not received our email requests for updates, it may mean we don’t have your current email address. To update your alumni record visit: www.uwalumni.com/services/update or call the Wisconsin Alumni Association at 888-947-2586.

Stay in touch!
Alumni Reception | APRIL 7
HOSTED BY THE UW-MADISON SCHOOL OF EDUCATION
Save the Date!
DETAILS AT: go.wisc.edu/aera2019

INTO THE WOODS
Music and Lyrics by Stephen Sondheim
Book by James Lapine
February 21-24, 2019
WISCONSIN UNION THEATER

Twilight Bowl
by Rebecca Gilman
April 11-28, 2019
GILBERT V. HEMSLEY THEATRE
PART OF THE BIG TEN THEATRE CONSORTIUM NEW PLAY INITIATIVE

THE BOARD OF VISITORS

The Board of Visitors serves as an external advisory body to Dean Diana Hess. Members of the board have attained prominence in their field and are chosen because of their value in providing sound advice and counsel. Over the years, board membership has included graduates, emeritus faculty and staff, and friends of the School of Education.

The current members of the board are:
- Carla Austin
- Kathy Chazen
- Karen Falk
- Eric Flanagan
- Robert Frahm
- Mary Gulbrandsen
- Edward Holmes
- Barbara Korbblau
- Anand Marri
- Tasha Morgridge
- Pat Neudecker
- Cynthia Schaus
- Ron Schwarz
- James Thompson (Chair)
- Kathleen Woi

FOR MORE INFORMATION VISIT: theatre.wisc.edu/university-theatre-productions/current-ut-season/
My husband and I are deeply indebted to the university for giving us the tools to create a wonderful life.

I give because helping graduate students enrich their campus work with international presentations helps build global connections.

Supporting graduate students in one of the best schools of education in the world is humbling — and an honor.

Marlene Hartzman, BS, ’70
Funder of Hartzman International Travel Award

supportuw.org/giveto/education
HOMECOMING TAILGATE

Before the big Homecoming football game on Saturday, Oct. 20, nearly 200 alumni, faculty, staff and friends of the School of Education gathered at Union South for our annual Homecoming Tailgate.

People enjoyed brunch, connected with old friends and danced along with the UW Marching Band before heading over to Camp Randall Stadium to watch the Badgers top Illinois. #WiscoHoco #OnWisconsin #Badgers #UWAlumni