Michael Apple ready for ‘retirement light’ after nearly half a century on campus
UW–Madison’s School of Education recognized its Spring 2017 graduates by hosting a pair of events at the Gordon Dining and Event Center to celebrate the accomplishments of its many talented and dedicated students.

On Friday evening, May 12, the School honored its newest cohort of Ph.D. and MFA degree recipients with a reception and traditional Hooding Ceremony.

And prior to UW–Madison’s Spring 2017 Commencement Ceremony at Camp Randall Stadium on Saturday, May 13, the School celebrated with its newest class of master’s and bachelor’s degree graduates by hosting the annual Pre-Commencement Celebration and Breakfast.

Congratulations Class of 2017!
And remember: You may no longer be a student, but you’ll

ALWAYS BE A BADGER!

#UWGrad
FROM THE DEAN: Diana Hess

A few months ago, we learned that once again our School is rated the top public school of education in the nation according to U.S. News and World Report’s Best Education Graduate Schools ratings, and our overall ranking went up one notch — to third. We were also pleased to learn that two of our departments, Curriculum and Instruction and Educational Psychology, are again rated No. 1 in the nation (including all graduate schools of education, public and private).

I am often asked how these rankings are determined. Three sources of information are considered when creating the rankings: objective data about our students, faculty, and research productivity; reputational ratings from deans and associate deans from other schools of education; and ratings from educational leaders in the field — such as superintendents of school districts. While all ranking systems are imperfect, the fact that we have received such high marks for so many years is notable and attests to the quality of work done across our School.

As you read the articles in Learning Connections, I hope you notice the many examples of exciting work being done, and the high quality and impact of the research and scholarship our faculty, staff, and students are creating. But we are not resting on our laurels by any means. Innovative research, outreach projects, and new academic programs are being created — and there will be more to come as a result of our new Grand Challenges initiative (see story, Page 13).

The remarkable support we receive from so many talented and engaged alumni and friends propels our work. At this spring’s graduation, UW-Madison bestowed its highest honor on alumna Tashia Morgridge by awarding her an honorary doctorate (see story, Page 15). Please join me in congratulating her on this honor.

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news & notes

Ladson-Billings named next president of National Academy of Education

UW–Madison’s Gloria Ladson-Billings was elected the next President of the National Academy of Education (NAEd), the organization announced in December 2016.

The academy’s president is elected by its membership, which is a very select group of leading education experts from around the world. The NAEd supports research for the advancement of education policy and practice in the United States.

Ladson-Billings’ term begins in the fall of 2017. She was first elected to the academy 10 years ago.

Ladson-Billings is the School of Education’s Kellner Family Distinguished Chair in Urban Education and is a leading pedagogical theorist and teacher educator. Ladson-Billings is a professor with the departments of Curriculum and Instruction, Educational Policy Studies, and Educational Leadership and Policy Analysis.

“As president, one of the things that I’d like to do is to increase the recognition of our brand — I don’t think a lot of people know what the academy is or what we do,” Ladson-Billings told Madison365.com. “I’d also like to do more work with the other academies. I think that there’s some synergy there.”

WCER establishes new research-practice partnership with Madison Schools

A new alliance between the Madison Metropolitan School District (MMSD) and UW–Madison seeks to combine the expertise of district educators and university researchers to improve education.

MMSD and the Wisconsin Center for Education Research (WCER), part of the university’s School of Education, have worked together for many years on specific problems and focused research projects. Now the organizations are joining together in a more permanent structure to support ongoing research collaboration via the Madison Education Partnership (MEP).

MEP will address current challenges facing local schools, and produce relevant and cutting-edge education policy research. It’s being led by co-directors: Beth Vaade of the MMSD Research and Program Evaluation Office; Eric Grodsky, a UW–Madison professor of sociology and educational policy studies; and Eric Camburn, a professor and chair of the Department of Educational Leadership and Policy Analysis.

MMSD schools serve about 27,000 children in grades 4K-12 from a rich diversity of family backgrounds. Approximately 18 percent of the district’s students are African American, 21 percent are Hispanic or Latino, and 43 percent are white. Twenty-eight percent of its students are English-language learners and 50 percent qualify for free or reduced-price lunch.

Enright looking to plant seeds of forgiveness in Middle East

Robert Enright, who has pioneered the study of forgiveness in locations across the globe for three decades, is playing a leading role in assembling the Jerusalem Conference on Forgiveness for Peace, which is scheduled for July 12-13 at the Notre Dame of Jerusalem Center in Israel.

Enright’s forgiveness model is based on the premise that letting go of feelings of anger and resentment can be liberating.

Enright says he believes it is the first conference ever held in the Middle East that focuses on person-to-person forgiveness and forgiveness education. The professor with the School of Education’s No. 1-ranked Department of Educational Psychology explains that this unique two-day conference is open to all who wish for a deeper understanding of forgiveness across the three best-known Abrahamic religions of Judaism, Christianity and Islam.

Enright has constructed a framework for teaching people how to forgive and how to see inherent worth in others. This step-by-step forgiveness process has been tested on groups ranging from incest survivors and children of alcoholics, to kids in classrooms in inner-city America, Belfast, Northern Ireland, and Seoul, South Korea, to name a few.

And in each instance, Enright says that forgiveness has proven to be successful in improving themes such as anger, anxiety and depression. It’s this track record of favorable outcomes that is garnering Enright the unique opportunity to bring his forgiveness work to Jerusalem.
The Department of Theatre & Drama entertained audiences in 2016–17 with the clever “Stupid F*cking Bird,” the charming “It’s a Wonderful Life: A Live Radio Play,” a Hawaiian-set “Twelfth Night,” and the silliness of “The Underpants.”

Looking ahead to 2017–18, the department will present a modern take on the classic “Our Town,” Mark Twain’s farce “Is He Dead?”, the cautionary satire “The Resistible Rise of Arturo Ui,” and the moving and thought-provoking “The Laramie Project.”

Linn Posey-Maddox is beginning a research project that takes a closer look at how black parents understand and experience life in suburban communities and schools.

Posey-Maddox receives Spencer Foundation award to study black families’ suburban schooling experiences

Linn Posey-Maddox this spring was awarded a grant from the Spencer Foundation to study black families’ schooling experiences in suburban America. Posey-Maddox is an associate professor with the School of Education’s Department of Educational Policy Studies. She is a scholar of urban and suburban education — with an emphasis on race, class and educational inequality — and is the author of the 2014 book, “When Middle-Class Parents Choose Urban Schools: Class, Race, and the Challenge of Equity in Public Education.”

With the Spencer Foundation support, as well as backing from a UW-Madison Vilas Associate Award, Posey-Maddox in June started the project titled, “Black in the ‘Burbs: Community, Family, and Schooling in Suburbia.”

Posey-Maddox explains that although there is a recent shift of black families from major cities moving to the suburbs, there is relatively little research taking a look at black families’ schooling experiences in suburbia.

Posey-Maddox notes that the few studies examining this topic suggest that black students and their families face opportunity gaps and exclusion in suburban schools — which challenges the notion of these places as “good” schools.

Posey-Maddox’s research will examine black parents’ experiences and engagement in two distinct suburban communities — one mostly white, one mostly black — to understand how broader social inequalities linked to race, class, and residence are reinforced and/or reduced in local suburban contexts.

Posey-Maddox explains how she’ll use comparative case study methods to examine: how black mothers and fathers understand and experience life in the suburban communities; how parents engage in their children’s education; and the influence of race, social class, gender, and place in their experiences and relationships with school actors.
around the school ...

- **Aaron Bird Bear** was appointed the School of Education’s assistant dean for student diversity programs in February. In this role, Bird Bear is responsible for leadership around recruiting, supporting and retaining underrepresented undergraduate and graduate students, while also serving as the Multicultural/Disadvantaged Coordinator (MDC) for the School of Education.

- **Jill Barnes**, an assistant professor of kinesiology, received a three-year International Research Grant from the Alzheimer’s Association earlier this year. The $150,000 award is to support research about “Brain blood flow in middle-aged adults at low and high risk of Alzheimer’s Disease.” The project is scheduled to start in July. Dorothy Farrar-Edwards, also with the School of Education’s Department of Kinesiology, is a consultant on the grant.

- **Dawn Crim**, who has served as the School of Education’s associate dean for external relations since 2011, is leaving her post to take a leadership position with the Wisconsin Department of Public Instruction (DPI). Crim will begin her new appointment as assistant state superintendent for the Division for Student and School Success on Aug. 1.

- **Erika Bullock** in April delivered a keynote speech at the International Mathematics Education and Society Conference taking place in Volos, Greece. Bullock, an assistant professor of mathematics education with the Department of Curriculum and Instruction, gave a presentation titled, “Beyond ‘Ism’ Groups and Figure Hiding: Intersectional Analysis and Critical Mathematics Education.”

- UW–Madison’s **Derrick Buisch** and **Faisal Abdu’Allah** in December were named Joan Mitchell Foundation 2016 Grant Recipients. Buisch and Abdu’Allah are two of 25 recipients of the 2016 Painters & Sculptors Grant Program in the amount of $25,000 each. Both are faculty members with the School of Education’s Art Department.

- **Mindi Thompson** has been selected to serve as a founding member of a new American Psychological Association Task Force on Developing Guidelines for Psychology Practice with Low-Income and Economically Marginalized Clients. Thompson is an associate professor with the School of Education’s Department of Counseling Psychology. She is a national-level expert on social class as a factor in mental health and psychological intervention.

- UW–Madison’s **Lesley Bartlett** and alumna **Frances Vavrus** co-authors of a recently released book that examines a new and innovative way to conduct research of policy and practice across multiple social fields. The publication is titled, “Rethinking Case Study Research: A Comparative Approach.” Bartlett is a professor with the School of Education’s Department of Educational Policy Studies. Vavrus earned her Ph.D. from the School’s Department of Curriculum and Instruction, and is now a professor in the College of Education and Human Development at the University of Minnesota.

- UW–Madison’s **David Kaplan** and colleagues at the German Institute for International Education Research recently published a new book examining the methodology and research behind the highly publicized Program for International Student Assessment (PISA) global education survey. The publication is titled, “Assessing Contexts of Learning: An International Perspective.” Kaplan, the Patricia Busk Professor of Quantitative Methods with the School’s Department of Educational Psychology, worked on this project during the 2015-16 academic year while he was visiting Germany as a Humboldt Research Award scholar.

△ Dawn Crim in May received the Mike McKinney Award from the United Way of Dane County for her volunteer and leadership work with the Madison Network of Black Professionals. Crim is pictured with McKinney’s mother, Barbara Harrington-McKinney.
HONORS & AWARDS

DIAMOND RECEIVES SPENCER MIDCAREER GRANT

UW–Madison’s John Diamond this spring was awarded a Spencer Foundation Midcareer Grant, a prestigious award that will allow him to further examine how educational leadership, policies and practices shape students’ opportunities and outcomes. Diamond is UW–Madison’s Hoefs-Bascom Associate Professor of Education and is a faculty member with the School of Education’s Department of Educational Leadership and Policy Analysis.

The Midcareer Grant is a targeted program that provides support for scholars who are interested in advancing their understanding of a compelling problem of education. The award will allow Diamond to pursue a new project called, “District Leadership for Equity in Racially Diverse School Systems.”

Diamond will embed himself with senior leaders in two school districts that are engaged in substantive equity work. Through this experience, he will expand his knowledge of district-level leadership, gain a more practical understanding of how district leaders work for equity in demographically diverse settings, and deepen his knowledge of how race and class matter for leadership in contested spaces.

More recognition ...

Haley Vlach, an assistant professor with the Department of Educational Psychology, received an Early Career Research Contribution Award from the Society for Research in Child Development.

Martina Rau, a faculty member with the Department of Educational Psychology, received a prestigious early career development grant from the National Science Foundation to explore how adaptive educational technologies can improve students’ learning in STEM fields.

Dorothy Farrar-Edwards, a Vilas Distinguished Achievement Professor with the Department of Kinesiology, received the 2016 Investigator of the Year award from the Southeastern Wisconsin Chapter of the Alzheimer’s Association. The award honored her work, “Connecting the Dots: Meeting the Diagnostic and Treatment Needs of Underserved Urban African American Elders with Memory Loss.”

Shari Clark of the Department of Kinesiology received the Wisconsin Athletic Trainers Association’s (WATA) Outstanding Educator Award in April.

Catherine Compton-Lilly and the Cooperative Children’s Book Center (CCBC) were both recognized by the Wisconsin State Reading Association at the 2017 WSRA Convention. Compton-Lilly, a professor with the Department of Curriculum and Instruction, received the Outstanding Service Award. The CCBC, housed within the School of Education, earned WSRA’s President’s Award.

The Art Department’s Faisal Abdu’llAllah was one of 11 people honored with a Romnes Faculty Fellowship, which recognizes exceptional faculty members who have earned tenure within the last six years.

The Art Department’s T.L. Solien in March was appointed to a Wisconsin Alumni Research Foundation (WARF) named professorship. Solien was named the Jack Damer Professor of Art.
media mentions...

Faculty, staff and students from across UW–Madison’s School of Education are routinely featured in, or quoted by, news organizations. In fact, over the past 12 months there have been more than 150 School of Education-related media mentions. Following are some examples since the start of 2017.

Hillman speaks with Wall Street Journal about performance-based funding

Nicholas Hillman in March was quoted in a Wall Street Journal article discussing the impact of performance-based funding legislation on university and student success.

The Wall Street Journal report explained how Wisconsin Gov. Scott Walker recommended in his 2017-19 budget proposal expanding its performance-based funding model, now in use at the state’s technical colleges, to four-year public universities. More than 30 states now use performance-based funding, the Journal notes, meaning they divvy up state taxpayer funding in part by looking at outcomes that might include graduation rates, debt loads or graduates in high-demand fields like engineering.

“Despite the model’s growing popularity, student outcomes don’t improve dramatically when funding is tied to graduation rates or similar measures,” Hillman tells the newspaper. “I don’t want to be the skunk at the garden party,” he continued, “but you want to have evidence-based policies and this is what the evidence says.”

Ladson-Billings ranked No. 3 among nation’s most influential education scholars

Education Week blogger Rick Hess published his annual rankings of the most influential education scholars in the United States on Jan. 11, and UW–Madison’s Gloria Ladson-Billings is ranked No. 3.

These annual public influence rankings appear each January in Education Week’s “Straight Up” blog, which is authored by Hess.

Ladson-Billings holds the Kellner Family Distinguished Chair in Urban Education and is a professor with the departments of Curriculum and Instruction, Educational Policy Studies, and Educational Leadership and Policy Analysis. Ladson-Billings is an expert on culturally relevant pedagogy and critical race theory who examines the practices of teachers who are successful with African American students.

“One small way to encourage academics to step into the fray and revisit academic norms is, I think, by doing more to recognize and value those scholars who engage in public discourse,” Hess says of his rankings.

Hess, who is the American Enterprise Institute’s director of education policy, uses nine publicly available metrics to calculate how much university-based academics moved ideas from academic journals into the national conversation.

In addition, Ladson-Billings earlier this year also was featured on Madison365.com’s list of the “Most Influential African Americans in Wisconsin.”
In other reports ...

- **Lisa Cadmus-Bertram**, a faculty member with the School’s Department of Kinesiology, appeared on Wisconsin Public Radio’s “The Larry Meiller Show” in January to talk about a research project she’s leading that is looking at whether Fitbits and online coaching can help motivate cancer patients to become more physically active.

- National Public Radio in February spoke with **Kathleen Horning**, who directs the School’s Cooperative Children’s Book Center, for a report about how authors and illustrators of color only accounted for 22 percent of books published in 2016. NPR explains how the CCBC has been tracking these statistics since 1985.

- **Paula McAvoy** was quoted in a March report from the Associated Press that appeared in newspapers across the nation on the topic of teachers sharing their own personal political viewpoints. McAvoy is the program director of the Center for Ethics and Education and is an alumna of the School of Education. She explains to the AP that teachers should not shy away from political discussion in the classroom, because schools should act as a space for students to challenge ideas and consider different viewpoints while developing their personal beliefs.

- **Julie Underwood**, a professor of law and educational leadership and policy analysis, and the former dean of the School of Education, is writing monthly “Under the Law” columns for Phi Delta Kappan magazine. Recent topics have included a look at the mixed messages about guns and schools, and how Neil Gorsuch’s appointment to the U.S. Supreme Court might bear upon K–12 education.

- Curriculum and Instruction Assistant Professor **Erika Bullock** shared her expertise with The Atlantic for an April report headlined, “How Does Race Affect a Student’s Math Education?”

- Educational Policy Studies Associate Professor **Linn Posey-Maddox** explained to Education Week in April how even at economically diverse schools, social circles across parent groups often become segregated racially and economically.

- The research of **Claudia Persico**, an assistant professor with the Department of Educational Policy Studies, was highlighted in a February New York Times op-ed by Thomas B. Edsall headlined, “Integration Works. But Can It Survive the Trump Era?”

To check out more In the Media reports, visit: [news.education.wisc.edu/in-the-media](http://news.education.wisc.edu/in-the-media)
‘THIS IS A PLACE WORTH FIGHTING FOR’

AFTER SPENDING NEARLY HALF A CENTURY AT UW–MADISON AS A LEADING EDUCATION SCHOLAR AND ACTIVIST, MICHAEL APPLE READY FOR ‘RETIREMENT LIGHT’

It’s not easy to make clear the significance of Michael Apple the scholar and activist, or to thoroughly explain the depth and breadth of his work. After all, the long-time professor with UW–Madison’s departments of Curriculum and Instruction, and Educational Policy Studies has not only conducted groundbreaking work as one of the leading founders of the field of critical curriculum studies; he has been engaged in this labor of love for nearly half a century.

“There really aren’t enough superlatives to capture Mike Apple’s importance as a scholar or to describe his contributions to our School of Education and university,” says colleague William Reese, UW–Madison’s Carl F. Kaestle WARF and Vilas Research Professor of Educational Policy Studies and History.

Any synopsis of Apple’s career must highlight how he has authored or edited more than 50 books — including two that came out earlier this year and two others (“Ideology and Curriculum” and “Official Knowledge”) that are recognized as being among the most influential publications on education in the 20th century. These works have been translated into more than 20 languages.

It must also be noted that since arriving at UW–Madison in the fall of 1970, Apple has been the advisor to 119 students who have completed their Ph.D. under his supervision. Many have been international students who came to UW–Madison expressly to study with Apple.

“These former students are now out influencing education,” says Wayne Au, a former student of Apple’s who today is a professor at the University of Washington-Bothell. “This means there are Ph.D. students at other institutions now who are essentially Michael’s scholarly grandkids and scholarly great-grandkids. He is having an exponential influence in terms of shaping education theory and practice.”

Apple’s influence also is made clear by the fact that universities from across the globe have recognized his scholarly efforts by bestowing upon him 13 honorary doctorates, or their equivalent. This past fall alone, he received honorary degrees from the Federal University of Rio Grande do Sul in Brazil, the Education University of Hong Kong, and the University of Ljubljana in Slovenia. Such honors are among the highest in academia.

And perhaps nothing better illustrates the rock-star-like status he holds in education circles than a chance meeting he had in late April with a student at the American Educational Research Association’s annual conference in San Antonio. Eli Kean, then a doctoral candidate in curriculum, instruction and teacher education at Michigan State University, is an admirer of Apple’s work who ran into the professor and asked to take a picture with him.

Kean later shared the photo and encounter on Twitter by posting: “Omg! I just met Michael Apple my life is complete.”

“I couldn’t believe how nervous I was to meet this man whose work has been so integral to my own development as a scholar,” Kean, who received a Ph.D. from Michigan State, wrote in a short email interview. “I literally started crying as we were talking because I was so nervous, excited and honored to meet him.”

Michael Apple poses with his groundbreaking book, “Ideology and Curriculum,” during a visit in 2016 to Slovenia to receive an honorary degree from the University of Ljubljana.
There were plenty of tears shed — due to both joy and sadness — during the final weeks of the 2016–17 academic year after Apple started sharing with colleagues and friends that he would be retiring from his post at UW–Madison. Citing health issues and an “ethical obligation” to step aside so the university can start the process of recruiting and filling his position with a talented new faculty member, Apple officially retired on May 31.

“I’m calling it ‘retirement light,’” says Apple, who held a John Bascom Professorship the past 26 years with the School of Education. “I’ll still be working and writing and lecturing around the world. I’m not ending my commitment to UW–Madison or its faculty and students.”

• • •

Michael Whitman Apple was born in 1942 and grew up in an immigrant family in Paterson, N.J., a poor, working-class city about 20 miles outside New York.

His father was a printer and his mother, even though she didn’t finish secondary school, wrote poetry and was involved as an anti-racist organizer. Apple recalls being socially active even as a child, spending time talking about politics and the importance of the working class with his grandfather and others at the Workman’s Circle, a fraternal order for Jewish workers.

“I was brought up in a family that wasn’t very formally educated but that had a great love of literature and the arts and poetry,” says Apple.

Apple, who worked for several years as a printer himself, joined the Army reserves shortly after turning 18. Fortunately for the future educator, the Army put him to work with a teaching unit. During this period, Apple also took night school classes to be trained as a teacher.

Not even 20 years old, he was then offered a full-time substitute teaching position in Paterson for the 1961-62 school year and “learned by doing.” Apple says he taught everything from kindergarten and girls physical education to technical school trigonometry and calculus. After two years of “teaching in the slums,” Apple taught two more years in the rural southern New Jersey community of Pitman, which at the time sported an active Ku Klux Klan chapter.

Apple and his colleagues who taught sixth grade worked with their students on a community research project that utilized county archives to highlight past lynchings and efforts to keep the town segregated. When the report was published, some in Pitman tried to have all the sixth grade teachers fired. Apple, who also was president of the teachers’ union, was furious.

Shortly thereafter, and while still attending night school, Apple took a workshop led by a professor at Columbia University about literacy practices for kids.

“It was like a switch turned and I instantly realized I wanted to go to graduate school to learn more,” says Apple.

He eventually received his master’s in curriculum and philosophy from Columbia in 1968, and his doctor of education from Teachers College at Columbia in 1970.

“Columbia transformed me,” says Apple. “Originally, I planned to get a master’s degree and go back into teaching and being a union organizer and anti-racist activist. Then I considered working at a community college or small teacher’s college.”

But over time, Apple recalls how people at Columbia started paying attention to his work and started treating him as if he had something to offer academically.

“I started to do some OK work,” says Apple. “And then the dream was to come to the University of Wisconsin.”

• • •

“This,” Apple says while tapping a finger on his office desk in UW–Madison’s Teacher Education Building this past December, “is the place I always wanted to be.”

He explains that his advisor at Teachers College, Columbia University, earned his Ph.D. from UW–Madison. So Apple had heard stories about Lake Mendota, the Memorial Union, the political history of Wisconsin and the progressive nature of the university. Although Apple had four or five job offers shortly after earning his doctorate, he was recruited hard by UW–Madison’s Herb Kliebard — another alum of Columbia University who would go on to enjoy a highly regarded career with UW–Madison’s School of Education.

“It was a good fit,” Apple says of his decision to come to Madison.
In less than three years, Apple earned tenure. During these early years on campus, he taught both undergraduate- and graduate-level courses, and spent time chairing the elementary education program and directing its introductory class.

In the early 1970s, Apple also started working on a project that lasted five years and culminated in his 1979 book, “Ideology and Curriculum.” The book was published again in both 1990 and 2004, and is Apple’s best-known early work.

This book helped put the spotlight on the relationships among power, politics, knowledge and schooling. It was instrumental in making educators and education researchers think more deeply about whose knowledge should be taught in schools — instead of what knowledge should be taught. “Ideology and Curriculum” made Apple a leading figure in the new field of critical curriculum studies and ultimately was heralded as one of the most influential books in education in the 20th century.

In 1993, Apple then authored, “Official Knowledge,” which was similarly selected as one of the 20th century’s most influential books, as it examined the political process through which “official knowledge” is chosen.

Apple explains how he “describes the ways in which neoliberals, neoconservatives, the new middle class, and authoritarian populists have created a commonsense understanding that what is public is bad and what is private is good.” This work has also been revised and published again in 2000 and 2014.

His 2006 award-winning book (“Educating the ‘Right’ Way: Markets, Standards, God and Inequality”) and his 2013 publication (“Can Education Change Society?”) both took important looks at whether education can contribute to social change.

Nearly all of his work, Apple explains, looks to expand the field’s “understanding of the social, economic and political forces that shape what is taught in schools and how schooling is organized.” The fact that Apple’s scholarly investigations are so highly regarded has given him not only a national, but an international platform from which he can further share his ideas on crucial education topics. He has been a visiting professor, distinguished professor or world scholar at numerous universities around the world, including the University of London, the University of Manchester, the University of Melbourne, East China Normal University, and the University of Pennsylvania. Two research centers in his name — one in China and the other in Argentina — have recently opened.

Add it up, and Apple has positioned himself as a uniquely influential figure who has been afforded the uncommon opportunity to work with educational systems, governments, universities, teachers unions, and activist and dissident groups throughout the world to democratize educational research, policy and practice.

Indeed, Apple has remained committed to supporting activist and dissident movements for justice around the world. He was arrested in South Korea for speaking out against the military government back in the early 1990s, and as recently as April delivered powerful remarks during politically tense times in Turkey.

“This is why he has so many honorary degrees, special appointments and awards from universities worldwide,” says Au, the University of Washington-Bothell professor. “His commitment to supporting international educational activism is also part of what makes him unique. ... He is a world scholar of critical education in the best possible sense.”

Although a great deal has changed in the nearly five decades Apple has worked on the UW–Madison campus, he says many of the basic issues in education are the same today as they were in 1970.
In particular, Apple started his career at UW–Madison examining how powerful groups in society control curriculum and what is taught in schools. Today, he is deeply concerned that too many are losing sight of the power of what it means to have a robust public education system.

“The groups pushing for privatization — the business community and powerful corporations — are more powerful now than before,” says Apple.

Cuts to higher education in the state for much of the past decade, plus controls put on the power of faculty governance at UW–Madison are also causes for concern. Apple stresses, however, that he doesn’t have all the answers and is constantly noting the importance of respecting the opinion of people who disagree with him.

“The danger in my politics or anyone’s politics is arrogance,” he says. “I want to be careful to assume I don’t always have the right answers.”

That said, one of the things Apple has appreciated most about working at UW–Madison is that it has allowed him to work on issues that are important to him, without fear of repercussions.

“This place isn’t perfect,” says Apple. “This is not a comfortable place for people of color. We can do so much better in this regard. But I have spent a lot of time at other institutions over the years, and this is one of the best. I’ve had offers to move to other institutions for $80,000 more. But it’s not about the money. It’s about keeping alive the Wisconsin tradition. To give up on the Wisconsin Idea is to give up on public higher education.”

Apple adds that his career would never have been possible without the support of numerous talented colleagues and students, especially in the departments of Curriculum and Instruction, and Educational Policy Studies. UW–Madison today is widely regarded as being home to one of the world’s strongest programs in critical curriculum theory, research and development in critical policy analysis.

“I have been so fortunate to be Michael’s colleague since 1999 — as a professor with the Department of Curriculum and Instruction, and now as dean,” says School of Education Dean Diana Hess, the Karen A. Falk Distinguished Chair of Education. “Clearly, both his scholarship and mentorship of students are first-rate. But I most appreciate how he supports, nurtures, and helpfully challenges his faculty colleagues. We are better as a faculty than we would have been without Michael’s deep engagement in the departments and the university more broadly.”

As Apple has said many times in the past few months, his retirement isn’t ending his commitment to these units and the university — it’s “simply signifying a new manner of living out this commitment.”

Because, Apple explains: “This place is an ideological and political home for me. This is a place worth fighting for.”
The University of Wisconsin System’s Board of Regents in February approved a new undergraduate degree program in education studies at UW–Madison.

The Bachelor of Science in Education Studies is designed to meet the needs of a growing number of undergraduate students who are interested in becoming involved in the realm of education, but not as teachers in the classroom.

Graduates completing the new major will be given the framework and skills to interpret education reform proposals and to understand the many connections between education and other social institutions — including the justice, healthcare and family advocacy systems.

In addition, the program will give students insight into education-related areas of social development, both domestically and globally.

“This new undergraduate degree is unique because it’s arguably the only program of its kind in the nation to give undergraduates the multidisciplinary training needed to answer questions regarding both domestic and global education policy,” says Adam Nelson, chair of the Department of Educational Policy Studies, which will be the academic home of the new program.

Adds Nelson: “This program will leverage the School of Education’s distinctive interdisciplinary strengths in an effort to help our faculty and students address complex educational problems in the state, in the nation and around the world.”

Nelson says that a diverse range of experts from the School of Education played important roles in developing the new major and explains that students entering the program will learn from scholars across the School in fields such as educational policy studies, educational psychology, and curriculum and instruction, to name a few.

“We are seeing a growing number of students who are interested in careers in the field of education, but not necessarily as classroom teachers,” says Nelson. “This new program is for students who may have an interest in working at local and state policy-making agencies, parent-based organizations for schools or community social service organizations.”

Adds Nelson: “This program will also give students the knowledge and tools they need to pursue careers in education and social policy think tanks, workforce development offices or agencies doing business in the realm of international education. There are numerous organizations that need people with a solid background in education studies.”

This new major also supports the School of Education’s strategic priorities reflecting a shared commitment to “produce high quality leaders for rapidly-changing learning environments at all levels,” to “promote equity and increase diversity,” and to “foster community engaged scholarship to enrich lives, transform communities and better the world.”

Nelson says it’s expected that most students who major in education studies will be able to earn their bachelor of science degree in four years, and students can be admitted to the program as freshmen. All the courses required to support the education studies program are currently being offered at UW–Madison.

The first cohort of students to enroll in the new major will begin taking classes during the upcoming fall semester. It is estimated that within five years, program enrollment will consist of around 70 students — with 25 students graduating each year.
GRAND CHALLENGES

Initiative designed to ignite ideas that can transform the world

A bold new initiative was launched earlier this year by UW–Madison’s School of Education that’s designed to form interdisciplinary partnerships that can address critical problems that span education, health and the arts.

The aptly named Grand Challenges is a grant program designed to pave the way for fresh ideas that can push the frontiers of knowledge, and lead to innovative new ideas and programs that will make a real difference in the world of scholarship and practice.

“Through this initiative, we will unleash the power of our most promising research and programs to fulfill the Wisconsin Idea here and around the world,” says Richard Halverson, a professor of Educational Leadership and Policy Analysis who co-directs the Wisconsin Collaborative Education Research Network (The Network) and the Grand Challenges initiative.

Grand Challenges is a grant program to support research and practice in the three areas in which the School of Education excels — education, health and the creative arts. The School not only is home to traditional, education-related departments but also houses the departments of Art, Dance, and Theatre and Drama. In addition, the School includes the Department of Kinesiology and other health-related programs in occupational therapy, counseling psychology and rehabilitation psychology. Through these diverse fields, the School is uniquely positioned to address some of society’s most pressing needs.

“Mitigating the problems we face in today’s society requires a multidisciplinary approach,” says Sarah Archibald, the associate director of The Network and the co-director of Grand Challenges. “As one example, we know so much more about the science of how the brain works, the short- and long-term effects of trauma on the brain, and ways to build new neural pathways than we did a decade ago. This knowledge can be a game changer for providing deeper learning opportunities for traditionally underserved kids.”

The Grand Challenges initiative officially launched on Feb. 1, when more than 200 faculty, staff and students from across the School attended a kick-off event in the Education Building’s Morgridge Commons.

Those interested in formally getting involved then set up a meeting with the Network for a consultation on their idea. To date, 21 teams representing over 70 people have met with the Network to discuss their ideas for making a difference.

To further build connections, the Grand Challenges team planned five “meet-ups” where over 100 faculty, staff and community members with similar interests met to make new connections, and four “Spark Dinners” that provided an opportunity for teams of diverse expertise to move toward proposals.

A sampling of proposals includes: Art-making as Therapy for Chronic Illness; Forgiveness Therapy in Prisons; a Center for Prevention Science in Rural Education and Health Care; and a Center for Neuroscience in Education.

Teams taking part in Grand Challenges can apply for Engage Grants of up to $25,000 or Transform Grants of up to $250,000.

Engage grant proposals are due Aug. 1 and a poster fair displaying the projects will be held Aug. 31. Posters and proposals will be reviewed and Engage grants will be awarded early in the 2017–18 academic year.

The Transform grants are designed for projects that are larger in scale, with these proposals due in December. Transform teams will present their proposals at a Gala event in early 2018, where local and national experts will serve as judges.

Each Grand Challenge team must include at least two School of Education faculty or staff from different departments. Teams will represent multiple academic disciplines, and may also include team members from across UW–Madison, other universities and the wider community.

To learn more visit:
grandchallenges.education.wisc.edu
The School of Education launched a chapter of Kappa Delta Pi (KDP) during a campus ceremony May 4. UW–Madison’s Carl Grant (left), a member of KDP’s prestigious Honorary Laureate Chapter, spoke at the event about his decades of involvement with the honor society.

UW–Madison launches chapter of KAPPA DELTA PI

On May 4, UW–Madison’s School of Education held a luncheon ceremony at the Gordon Dining and Event Center to establish a new chapter of Kappa Delta Pi, the international honor society in education.

Founded in 1911, Kappa Delta Pi offers its members numerous networking opportunities and provides a range of resources throughout the various stages of one’s career.

More than 30 people — including undergraduate and graduate students, and UW–Madison faculty and staff — became charter members of the new Alpha Theta Upsilon Chapter.

“Kappa Delta Pi offers a wonderful opportunity for our talented students in teacher education and our top alumni to connect and develop relationships with other respected educators both here and across the world,” says UW–Madison’s Molly Carroll, who directs the Partner School Network and spearheaded the School of Education’s efforts to launch a local chapter.

Four members of the UW–Madison faculty — Michael Apple, Carl Grant, Gloria Ladson-Billings and Thomas Popkewitz — are part of KDP’s prestigious Honorary Laureate Chapter, which recognizes 60 living people who have made outstanding contributions to the development of professional education.
UW–Madison recognizes alumna MORGRIDGE with HONORARY DEGREE

UW–Madison this spring recognized three people with honorary degrees, including esteemed School of Education alumna Tashia Morgridge.

“We are so proud of Tashia and the extraordinary impact this alumna of the School of Education has had on our campus and beyond,” says School of Education Dean Diana Hess, the Karen A. Falk Distinguished Chair of Education. “After beginning her career as a special education teacher, Tashia has remained committed to high quality education for all students. As a member of the School’s Board of Visitors, Tashia’s understanding of, and interest in, education is invaluable. Add in Tashia’s ongoing outreach and philanthropic endeavors, and it’s obvious that the Committee on Honorary Degrees made an outstanding selection in deciding to recognize Tashia Morgridge.”

Sociologist Cora Marrett and the late musician Clyde Stubblefield also were honored during the university’s commencement ceremony for doctoral, master of fine arts and some professional degree recipients on Friday night, May 12 at the Kohl Center.

That afternoon, the School of Education hosted an Honorary Degree Luncheon at Blackhawk Country Club to celebrate and recognize Morgridge. Among the many friends, School of Education and UW–Madison dignitaries to attend the event was UW–Madison Chancellor Emeritus David Ward.

Morgridge also shared remarks with Ph.D. and MFA degree recipients during the School of Education’s traditional Hooding Ceremony that evening at the Gordon Dining and Event Center.

Honorary degrees from UW–Madison recognize individuals with careers of extraordinary accomplishment.

As an educator, advocate, volunteer and philanthropist, Tashia F. Morgridge has made incredible contributions to improve the state of public education throughout Wisconsin, across the country and around the world. Her dedication to the field of education and desire to make a difference in the lives of children and young adults will have a lasting impact on generations to come.

Morgridge received her bachelor’s degree in education from UW–Madison in 1955 and later earned a master’s degree from Lesley University in Massachusetts. She worked as a special education teacher for more than 13 years.

Morgridge has remained devoted to the field of education well beyond her retirement. Her understanding of and interest in education, both in school and in the broader sense, is evident in her multiple degrees in education, her work and volunteerism, and her philanthropic commitment. The cornerstone values of her work are to provide educational opportunities for all and to promote civic engagement through public service in the context of the Wisconsin Idea.

Morgridge serves on the School of Education’s Board of Visitors, participating in biannual meetings and providing feedback on school initiatives. In addition, she encourages civic engagement among students across the UW–Madison campus through the Morgridge Center for Public Service. Along with her husband, John, she serves on the board of the Morgridge Institute for Research at the Wisconsin Institutes for Discovery.

“Tashia has committed her career to the field of education and helping others,” School of Education Professor Gay Ivey, the Tashia F. Morgridge Chair in Reading, wrote in her nomination letter. “We are indebted to her and John’s ongoing and unequalled commitment to the future of the School of Education, UW–Madison and the state of Wisconsin.”

Tashia Morgridge delivers remarks after receiving an honorary degree during UW–Madison’s spring commencement ceremony at the Kohl Center May 12. The graduation was attended by more than 800 doctoral, MFA and medical student degree candidates, plus their guests.
The groundbreaking research of UW–Madison’s Edward Hubbard utilizes tools ranging from brain imaging technologies and psychological assays to standardized pencil-and-paper tests in an effort to better understand how children learn fractions.

And among those involved with the innovative projects housed within Hubbard’s Educational Neuroscience Lab is a talented team of more than 30 undergraduate students who are receiving real-world, hands-on research experience in an emerging interdisciplinary field.

“Working with, learning from and mentoring undergraduates in my lab is something I really enjoy,” says Hubbard, who this spring was recognized for these efforts with an Undergraduate Mentoring Award, a campus-wide honor administered through the Office of the Provost. Hubbard is the first faculty member from the School of Education to receive this honor.

The undergraduates in his lab are majoring in fields as varied as teacher and special education, rehabilitation psychology, and neuroscience, to name a few.

“It’s important to me to help build bridges between various education and brain science communities, and to train and mentor students so some of them go on to become the next generation of scholars in this field,” says Hubbard, an assistant professor with UW–Madison’s No. 1-ranked Department of Educational Psychology.

This past fall, Hubbard and colleague Percival Matthews were awarded a grant from the National Institutes of Health (NIH) worth nearly $1.9 million to examine how children learn fractions, which are both a difficult concept to grasp and a predictor of future mathematics success. Studies have shown that children who struggle to understand fractions in fifth grade also struggle with algebra when they get to eighth grade.

This NIH project allowed Hubbard to nearly double the number of undergraduate research assistants in his lab during the 2016-17 academic year. This project is following children now in second grade (before they are introduced to fractions) through fifth grade, and from fifth grade to eighth grade (when they are introduced to pre-algebra and algebra). The research team is enrolling into the program 100 second graders and 100 fifth graders this year, and another 100 per grade next year. The undergraduate research assistants are recruiting young students into the project, leading behavioral sessions, administering standardized tests and helping with some of the brain imaging work, among other tasks.

“Part of my success here is due to the many incredible undergraduates who have come through this lab,” says Hubbard.

Hubbard makes it a priority to meet with students at weekly lab-wide meetings, and also attends project-specific meetings and one-on-ones to discuss updates, new scientific articles and provide feedback on presentations or papers.

“Ed truly wants his students to get as much out of the research experience as they can and to feel that they can approach him to talk about anything,” says Jennifer Hathaway, who spent four years as an undergraduate researcher in Hubbard’s lab before working as lab manager during the 2016–17 academic year. She is beginning medical school at the University of Minnesota this summer.

When speaking about his efforts to try and pinpoint the brain systems that are involved in learning fractions, Hubbard cautions: “It’s a long way from brain scan to lesson plan. We’re not going to do this study and go right out and explain how to better teach about fractions. But hopefully, over time, we can get a better handle on how the brain does math at the biological level, and figure out strategies and systems that will help teachers help students better learn fractions.”
Faculty and students with UW–Madison’s Department of Rehabilitation Psychology and Special Education are partnering with colleagues within the School of Education and across the Madison area in establishing a group dedicated to supporting the intellectual and creative spirit of special educators.

This unique and collaborative community of practice is called Peña for Special Educators.

“Peñas are historically rooted as Latin American social gatherings that combine art and social activism,” says UW–Madison’s Taucia Gonzalez, an assistant professor with the Department of Rehabilitation Psychology and Special Education (RPSE). “We wanted to create a teacher-centered space that allows teachers to celebrate the creativity of their craft while drawing from collaborative expertise to address challenges related to their profession.”

The Peña group came about following discussions between the School of Education’s Partner School Network (PSN) and special education faculty members about how to best foster and support both current special education teachers, as well as UW–Madison students in the process of becoming special education teachers.

Faculty members within the group are able to provide research-based knowledge and expertise in developing highly qualified and certified special educators, while PSN brings to the table its skill in building cooperative relationships among area teachers, schools and people within the School of Education.

The group caters to teachers and administrators with the Madison Metropolitan School District, among others, who can provide the insider knowledge about priorities, data and what is — or isn’t — working in schools today.

“I think what teachers in the classroom bring to the table is a perspective on reality.” says Lauren Wuchte, a regular at the Peña meetings who recently finished her third year as a sixth grade special education teacher at Madison’s Sennett Middle School. “When you’re learning to become a teacher you are idealistic and know what all the best practices are and how things should be going. But in a high-needs, low-income school not everything is going to go like you were taught in a textbook. So I think it’s interesting for the professors, too, to hear about what it’s like to be in schools in this moment.”

Peña for Special Educators started a-year-and-a-half ago, and today meets every other month, with roughly a dozen people attending each meeting. In addition to discussions centering on special education, the group has gotten together for a painting workshop, done yoga together, and met out for food and drinks.

“More so than a professional development opportunity, our top priority with the Peña meetings is to make them fun and spirit-enriching,” says UW–Madison’s Rebekka Olsen, who is pursuing her Ph.D. in special education and was part of the team that came up with the idea for the group. “Being a special educator in schools today can be very challenging and isolating, so it’s very helpful to get together and have this outlet to talk about topics with other special educators, while also making the meeting fun and creative.”

And when the group does discuss special education, those involved with Peña for Special Educators say it’s great to have a range of people with different backgrounds sharing ideas.

“It’s interesting for me to learn through the perspective of special education teachers,” says Gonzalez, who helped lay the groundwork for Peña with RPSE faculty members Bonnie Doren and Andrea Ruppar, and PSN Director Molly Carroll. “It’s important to hear about what issues constrain their practice, what they are able to do despite those constraints and what gives them joy in their practice. Having this understanding allows me to think about how my research is connected to these issues and can hopefully contribute to addressing issues rooted in local practice.”

In addition to discussions centering on special education, the Peña for Special Educators group has gotten together for a painting workshop, done yoga together, and met out for food and drinks. The idea behind this group is to allow teachers to celebrate the creativity of their craft.
When Mindi Thompson first arrived on campus in 2009 as an assistant professor with the Department of Counseling Psychology, she remembers feeling “completely out of place.”

Thompson explains that she was struggling to understand what it meant to be a faculty member at a major research institution.

“One night I was thinking, ‘I have no idea what I’m doing here,’” says Thompson. “So I started to Google, ‘faculty development’ and ‘faculty resources.’”

That’s how she first learned about, and became involved with, the National Center for Faculty Development and Diversity, an independent professional development, training and mentoring community for graduate students, post-docs and faculty members. The organization not only helped Thompson understand herself as an academic at UW–Madison but it also gave her the opportunity to become a mentor herself. And today, she is the director of coach training for the center’s Faculty Success Program.

“This is a nice fit for me and allows me to give back to others, particularly to faculty members who are underrepresented in some way,” says Thompson, now an associate professor with tenure and the clinical training director of UW–Madison’s Ph.D. program in counseling psychology.

Carmen Valdez, who arrived at UW–Madison in 2006, says she similarly struggled early in her career. Valdez stresses that she had great faculty mentors, including the Department of Counseling Psychology’s Stephen Quintana and Alberta Gloria, but nonetheless wrestled with properly balancing her teaching, research and service commitments.

In particular, Valdez explains how she was struggling with the unique challenges of being a minority scholar. As a Latina, Valdez says she was often sought by students of color looking for a mentor.

“Like many faculty of color, more of my hours were focused on service instead of research,” say Valdez.

Valdez in 2012 attended the Health Equity Leadership Institute (HELI) — and her eyes were opened to a new way of thinking about some of these issues. HELI is an intensive, week-long “research boot camp” focused on increasing the number of investigators — particularly minority investigators — engaged in health equity research. Valdez received tips for research mentor selection and alignment, and learned about addressing work-life balance and other relevant topics.

“That institute showed me there was a method to helping others and made me want to become a mentor,” says Valdez, who became a mentor the following year and in 2013 was named the faculty director of the Advancing Health Equity and Diversity (AHEAD) program. This initiative is housed within the UW School of Medicine and Public Health’s Collaborative Center for Health Equity, and is aimed at providing networking, mentoring and access to shared resources to early career scholars and investigators in health disparities research.

Both Thompson and Valdez say their backgrounds as licensed psychologists and academics with the Department of Counseling Psychology align well with their mentoring work.

Valdez adds that the Department of Counseling Psychology’s emphasis on social justice — particularly around the topics of privilege and bias — also plays an important role in her mentoring efforts. She explains how social privilege and bias recapitulate in academia, and stresses the importance of early career scholars finding their voice and purpose in a way that feels genuine to their social identities.

“We often hear about the need to hire faculty of color,” says Valdez, who is an associate professor. “But the key to a diverse workforce is maintaining faculty of color. It’s vitally important to mentor and help people succeed.”

When asked why she puts so much time into mentoring and helping others, Valdez responds quickly and without hesitation: “The bottom line for me is I’ve seen how it can make a real and lasting difference.”
Like most faculty members, UW–Madison Professor Peter Miller spent thousands of hours during his young adult life in a classroom, first earning an undergraduate degree in sociology at the University of Notre Dame before receiving a master’s in teaching at the University of Portland, and a Ph.D. in educational leadership and policy from the University of Utah in 2005.

It was time spent outside the traditional classroom setting, however, that Miller points to as being among the most influential in his life.

“Being a student-athlete at Notre Dame was undoubtedly my signature learning experience of my entire education career,” says Miller, who played men’s basketball for the Fighting Irish for four seasons, co-captaining the 1996-97 team. “My coach was John MacLeod, a former NBA coach who was this font of wisdom. He approached coaching as a way to prepare us for life.”

Miller is an award-winning teacher, mentor and academic with the Department of Educational Leadership and Policy Analysis (ELPA) whose research focuses on leadership, collaboration and organizational change in complex environments. Much of this work centers on education in contexts of homelessness.

In recent years, Miller has also started to explore the intersection of sports and education, while becoming increasingly involved with the UW Athletic Department and its work with 900 student-athletes across campus.

Miller is currently a member of the UW Athletic Board, and also serves as a university faculty representative to the Big Ten Conference and to the NCAA, college sports’ governing body. He also writes about leadership and reform in youth and intercollegiate athletics, and leads two classes, “Coaching Athletics — A Critical Analysis of Leadership Practice in a Sporting Society,” and “Critical Issues in Contemporary Sport.”

The ELPA 940 “Coaching Athletics” course was offered for the first time this past fall and featured guest speakers such as UW Athletic Director Barry Alvarez, and coaches from high school and college teams. Interestingly, one student in the class was first-year Badgers hockey coach Tony Granato, who was wrapping up his bachelor’s degree at UW–Madison during the 2016-17 academic year.

Miller says one focus of ELPA 940 was on the concept of the sporting society, and how sports are not a peripheral or trivial thing in American society.

“Many lives in America are lived through sports in various ways,” says Miller. “Sports can bring communities together. Think about how people in Wisconsin come together around the Badgers or Packers. So sports are more than fun and games. It’s a really substantive area of inquiry worth thinking about.”

Miller also notes how high school and college students bounce around to numerous classes each day, often changing teachers and professors at the end of a semester.

“But with a coach, you often build a longitudinal relationship with that person, often over four years, and that can have a significant influence on a student — good or bad.”

This class also examines leadership practice and the role of coaching. As Miller stresses, this is not a class on how to teach a 2-3 zone in basketball. Instead, it takes a closer look at the leadership roles of coaches in schools and communities, and analyzes what coaching could and should be.

“We have many students in our teacher education programs and graduate-level students across the School of Education who are already working in the schools and involved with sports in some way,” says Miller, whose first job after graduating from Notre Dame was as a teacher and basketball coach in Montgomery, Alabama. “I think these classes are important whether one wants to go into the coaching profession, serve on the local Little League board or better understand how sports and academics can work together to positively shape young people’s lives.”
Michael Dando speaks about his unique work during a meeting with members of the School of Education’s Board of Visitors this past spring.

Dando brings unique hip hop courses to area youth

The Wisconsin State Journal in January put the spotlight on an innovative class at Clark Street Community School in Middleton that uses hip hop as its foundation.

And UW–Madison’s Michael Dando, the newspaper explains, played a leading role in making this course a reality. Dando was a Ph.D. candidate at the time with the Department of Curriculum and Instruction. He received his doctorate in May.

The former high school journalism and English teacher helped create the course and garnered funding to support it with a mini-grant from UW–Madison’s Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment. Describing hip hop and the class, the State Journal reports that the “multi-faceted art movement — along with its political roots, social history, use of poetry and other literary conventions, not to mention its worldwide impact on culture and the arts — is the foundation for a yearlong course at Clark Street Community School. The course aims to sharpen academic skills but, even more, to get students engaged.”

The newspaper adds that students in the class were “writing, revising and rehearsing raps, then recording them in the Media Lab studio at Madison Public Library. They’re designing album art and a marketing campaign with area professionals in anticipation of the limited-edition, vinyl record they’ll cut by the end of the school year.” The students have “studied the history of hip hop — a subculture (encompassing more than music) that grew out of political and social disenfranchisement in the 1970s. Lessons have included discussions of social justice issues, and even standard fare such as metaphors and alliteration.”

Similarly, in February Madison365.com reported on a unique hip-hop architecture camp for youth during Black History Month that Dando was involved in.

Hauer receives 2017 American Small Business Champion Award

UW–Madison’s Kyira Hauer in April was selected as a recipient of the 2017 American Small Business Champion Award by SCORE and Sam’s Club.

Hauer graduated in May with a master’s degree from the School of Education’s Department of Counseling Psychology. She is the owner of Kinda Kreative, LLC.

The business’ mission is to inspire and empower people to express themselves freely, take the next steps in their journey to self-discovery and celebrate their inherent worth. Kinda Kreative, LLC, has multiple facets, including public speaking, art and a variety of different workshops and coaching events.

At the forefront of the award is the “#ReclaimBeauty Project,” which focuses on “uncovering, celebrating and nurturing the beauty of every person inside and out.”

As part of the newest branch of the project, Hauer and her team will film a documentary showcasing the experiences of people with diverse and intersecting identities striving to end bullying, the stigma around appearance and personality development, and the sense of “otheredness” kids often feel throughout their lives.

Hauer was also featured in the January issue of Brava magazine as one of its “2017 Women to Watch.”

Kaplan-Pistiner nets $15,000 Windgate Fellowship

Steven Kaplan-Pistiner, an undergraduate student in jewelry and metalsmithing with the School of Education’s Art Department, was selected as a recipient of The Center for Craft, Creativity & Design’s (CCCC) Windgate Fellowship.

This year, panelists selected 10 recipients from a national pool of 110 applicants. The applicants were reviewed on the basis of artistic merit, as well as the potential of the applicant to make significant contributions to the field of craft.

Awardees receive $15,000, making it one of the largest national awards offered to art students.

According to Kaplan-Pistiner’s award proposal, the fellowship will allow him to “further my research on the political and historical nature of ornamentation and metalwork, as well as continue to develop my fluency and sensibilities in the craft of metalsmithing and vitreous enamelwork. Using the funding to travel to Germany, Poland and the Czech Republic, exploring my heritage as an individual of both German and Jewish descent, I will then return to the Midwest and establish my own professional studio with the goal of developing a body of work inspired by my experiences.”
For the sixth consecutive year, students with the Athletic Training Program achieved a 100 percent pass rate on the Board of Certification (BOC) examination. Since initial accreditation in 2000, UW–Madison’s AT program — which is housed in the School of Education’s Department of Kinesiology — has always achieved a program passing rate on the BOC exam that is at least 20 percent above the national average.

The research of Simon Goldberg was highlighted in an April report in The Atlantic headlined, “What Your Therapist Doesn’t Know,” with a lead-in that reads: “Big Data has transformed everything from sports to politics to education. It could transform mental-health treatment, too — if only psychologists would stop ignoring it.” Goldberg is a Ph.D. student with the School’s Department of Counseling Psychology.

Eujin Park in April was awarded a Minority Dissertation Fellowship from the American Educational Research Association. Park is a doctoral candidate with the Department of Educational Policy Studies whose research examines the role of education in reproducing, challenging and reshaping social inequalities — particularly for immigrants and other communities of color.

Julissa Ventura was one of six winners of the 2016 UW–Madison Outstanding Women of Color awards. Ventura is a Ph.D. candidate with the Department of Educational Policy Studies, and a Fellow of the Morgridge Center for Public Service Community-University Exchange-South Madison.

Daniel Corral and Ellie Bruecker, who are both doctoral candidates with the Department of Educational Leadership and Policy Analysis, were invited to attend the Education Policy Academy this summer in Washington, D.C., which is sponsored by the American Enterprise Institute (AEI).

The new student organization Diverse-OT in April received a 2017 Bucky Award for Social Justice Advocacy, an honor sponsored by UW–Madison’s Multicultural Student Center. This honor recognizes a registered student organization that “makes a strong and lasting impact on the Madison campus and community by promoting social justice and equality.” Caitlin Rhoten and Toni Solaru, two students with the School’s Occupational Therapy Program, created Diverse-OT.

Brett Nachman authored a chapter in a recently released book that’s titled, “Structural Challenges and the Future of Honors Education.” Nachman’s chapter is called, “Bridging the Academic Gap,” and it examines community college honors students embarking on transfer to four-year institutions with honors programs. Nachman is a Ph.D. student with the Department of Educational Leadership and Policy Analysis.

Laura Hamman this spring was awarded a Dissertation Fellowship from The Honor Society of Phi Kappa Phi. Hamman, a doctoral candidate with the Department of Curriculum and Instruction, is one of just 10 students from across the nation awarded this honor in 2017. She is specializing in English as a Second Language (ESL) and bilingual education research.

GLIME RECEIVES COOL SCIENCE IMAGE CONTEST HONOR

Ten images and two videos by UW–Madison students, faculty and staff were named winners of the 2017 Cool Science Image Contest in April.

Among those being recognized was Art Department undergraduate Celia Glime, who is majoring in both art and biology. A panel of eight experienced artists and scientists judged the scientific content and aesthetic and creative qualities of 131 images and videos entered in the seventh annual competition.

Glime’s photo illustration depicts a range of colors produced in test tubes by three chemical reactions: cobalt, hydrochloric acid and deionized water; copper chloride hexahydrate, ammonia and deionized water; and copper chloride hexahydrate, deionized water and sodium hydroxide.
AERA 2017
Badgers again shine bright at ANNUAL MEETING

Another year, another outstanding showing at the American Educational Research Association’s (AERA) Annual Meeting for the many talented scholars associated with UW–Madison’s School of Education.

AERA is the largest national interdisciplinary research association devoted to the scientific study of education and learning.

This year’s AERA Annual Meeting ran April 27 to May 1 in San Antonio, Texas, with faculty, staff and students from UW–Madison — and across the UW System — presenting or participating in more than 200 events.

Highlights included UW–Madison’s Gloria Ladson-Billings receiving a Presidential Citation and Aydin Bal accepting a Review of Research Award at the AERA Awards Luncheon.

Ladson-Billings, who holds the Kellner Family Distinguished Chair in Urban Education, was recognized by outgoing AERA President Vivian L. Gadsen “for her extraordinary contributions to education and research.”

Bal, an assistant professor with the School’s Department of Rehabilitation Psychology and Special Education, was honored along with Alfredo Artiles and Sherman Dorn, both of Arizona State University. Together, the three authored the paper, “Objects of Protection, Enduring Nodes of Difference: Disability Intersections With ‘Other’ Differences, 1916-2016,” which appeared in the Review of Research in Education in March 2016.

In addition, UW–Madison doctoral student Katharine Broton (sociology) and co-authors Sara Goldrick-Rab (Temple University) and James Benson (Institute of Education Sciences with the U.S. Department of Education), received the Palmer O. Johnson Memorial Award for their report, “Working for College: The Causal Impacts of Financial Grants on Undergraduate Employment.”

The School of Education also hosted its annual AERA Reception on Saturday night, April 29, and 175 people attended the celebratory event at historic Sunset Station.

Following is a sampling of additional highlights:

- **Rachelle Winkle-Wagner** received the Dr. Carlos J. Vallejo Memorial Award for Exemplary Scholarship from AERA’s Multicultural/Multietnic Education Special Interest Group. Winkle-Wagner is an associate professor with the School of Education’s Department of Educational Leadership and Policy Analysis, and a Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) faculty affiliate.

- **Bailey Smolarek** received the 2017 Outstanding Dissertation Award from AERA’s Critical Educators for Social Justice Special Interest Group. Smolarek is an alumna of the School of Education, having earned her Ph.D. from the Department of Curriculum and Instruction in May 2016. Smolarek is currently a postdoctoral researcher with the Wisconsin Center for Education Research (WCER).

- **Alumna Kristin Papoi** received the 2017 Dissertation Award from AERA’s Arts & Learning Special Interest Group. She received her Ph.D. from the School’s Department of Curriculum and Instruction in 2016 and today is a clinical assistant professor at the University of North Carolina’s School of Education.

- **Alumna Ligia (Licho) López López** received a Recognition Award for her dissertation work from Division B (Curriculum Studies) of AERA. López López earned her Ph.D. from the School’s Department of Curriculum and Instruction.

- **Alumnus Terrance Green** received the 2017 Early Career Award from AERA’s Division A. He earned his Ph.D. from the School’s Department of Educational Leadership and Policy Analysis in 2013 and now is an assistant professor of educational administration at the University of Texas-Austin.

- **Alumna Keffrelyn Brown**, who earned her Ph.D. from UW–Madison’s Department of Curriculum and Instruction, received the Mid-Career Award from AERA’s Division K (Teaching and Teaching Education). Brown is now at the University of Texas-Austin.

(Clockwise from top left) Betsy Burns, Josh Woolfolk, Beth Giles-Klinkner and Dawn Crim flash a “W” at the School’s annual AERA Reception; Erica Turner and Taucia Gonzalez pose for a picture during the AERA Annual Meeting; Shameka Powell, Bianca Baldridge and Kevin Lawrence Henry Jr. take a group shot during a break in the action at the Annual Meeting; and Dean Diana Hess and former WCER director and current William T. Grant Foundation President Adam Gamoran connect at the School’s AERA Reception.
CLASS NOTES

JANSEN TO COMPETE IN NATIONAL SENIOR GAMES

JoAnn Heckroth Jansen, who received her bachelor’s degree in physical education from UW–Madison in 1957, reports that she is retired to San Diego after spending “many happy years” teaching in Kohler, Wis., Sumner, Iowa, and Whitesboro, Texas. Much to her surprise, Jansen says when she moved to San Diego she found a group of women at the local YMCA who play 3-on-3 basketball every week. “I dusted off the shoes, lost some weight and joined them at age 66,” Jansen writes. Today, she is 82 and preparing to play in the National Senior Games in Birmingham, Alabama, in the 80-plus age group. “An amazing group and lots of fun,” she says. “The Wisconsin Spirit stays with you.”

Susan Naimon Winebrenner
BS 1960 — Elementary Education
Susan is the author of five books about how to best meet the learning and social-emotional needs of two groups of students: those who are significantly behind and those who are significantly ahead of grade-level expectations. Her experience has convinced her that the learning needs of those in both groups are more similar than different. Several of Susan’s books have been in continuous publication for more than 25 years. She has conducted professional development experiences in 46 U.S. states, and several provinces in both Mexico and Canada.

Judith Van der Linden Ovitt
BS 1961 — English and Speech Education
Judith is a member of the National Board of the College of Education at the University of Arizona.

Sandra Rosen Holubow
BS 1963 — Art and Art Education
As Sandra’s family grew up, she began taking art classes in different media. Sandra’s cityscapes were honored by the City of Chicago and State of Illinois, and she was given three grants for further exploration of collage. Sandra says it took her years to find the subject and materials that most inspired her but “it was a journey that was most creative!”

Dr. Jackson V Parker III
MS 1964 — English Education
Jackson has retired from a career in K-12 education, mostly public education. He worked as a high school English teacher, principal, central office administrator and as a district superintendent in Racine and Burlington, Wis. He also co-founded a 6–12 public alternative school, Walden III, in 1972, which still operates in Racine. Jackson also taught as an adjunct at UW–Parkside, UW–Platteville, UW–Whitewater, UW–Milwaukee and UW–Madison. He’s also a member of the Educator’s Hall of Fame of Southeastern Wisconsin.

Beth Bronfenbrenner Soil
BS Dance — 1965
In May/June 2016, in Bucharest, Romania, Beth created “Tribute to Iris Barbura,” for eight dancers in honor of her childhood dance teacher. In December 2016, she premiered “IRIS” in New York City. In May 2017, Beth was invited back to Bucharest to re-create “Tribute to Iris Barbura” on new dancers, and to present this dance and the “IRIS” solo in Bucharest and then in Berlin, Germany.

Charlene Cape Brandl
BS 1965 — Education and Speech
MS 1966 — Behavioral Disabilities
After retiring from a career in special education in 2003, Char formed her own LLC and continues working as a facilitator for those who use typing to communicate. She has written a book about her early experiences with Facilitated Communication, “See Us Smart!,” and gives presentations and training sessions when invited.

Jerry Apps
Ph.D. 1987 — Curriculum & Instruction

Alvin Richard Lechleitner
MS 1968 — School Administration
Alvin served as an elementary school principal in the Eau Claire School District for 33 years, retiring in 2002. He continues to volunteer at the middle and high schools in Eau Claire.

Richard Whinfield
BS 1949 — Natural Science Education
MS 1953 — Guidance & Counseling
Ph.D. 1969 — Curriculum & Instruction
Richard spent 37 years in education, first as a high school teacher, then as a state supervisor and assistant director of the state’s Vocational and Adult Department. He left that post to be associate director of the Center for Vocational Education at the University of Wisconsin. Richard ended his career as a professor of education at the University of Connecticut. He retired in Wisconsin for 13 years, then moved back to Connecticut to be near his children. Now, at the age of 95, Richard lives happily with his daughter’s family.

Rollie Cox
MS 1973 — Curriculum & Instruction Business Education
Rollie picked up his violin after a 45-year break when he retired from a teaching position at Madison College. He moved to Palm Springs, Calif., and joined the Coachella Valley Symphony. Beginning his fourth season with the CV Symphony in the violin section, Rollie was recently elected to the symphony’s board of directors.

Lee Bracken
MS 1974 — Counseling
As of May after 18 years, Lee has retired from Northeastern University in Boston. He was assistant head of resource and discovery services in University Libraries, where in recent years Lee worked on licensing of electronic resources and oversaw various print management projects. Lee reports his advanced degree in counseling helped him in all aspects of supervision.

George A. Goens
Ph.D. 1974 — Educational Leadership
James Alexander Scott Kelso  
MS 1975 — Kinesiology  
Ph.D. 1975 — Kinesiology  
Scott has been elected an honorary member of the Royal Irish Academy (HonMRIA), an honor given to only 38 scientists in the world. He is a Pierre de Fermat Laureate (2007) and a recent recipient of the Bernstein Prize (2011) for his work on how the brain controls and coordinates movement.

Craig Thompson  
BS 1975 — Science Education  
Craig has just completed a fourth term, totalling 12 years, on the Board of Education at Arrowhead High School, Hartland, Wis.

Laurie Ribbens Landgraf  
BS 1977 — Behavioral Disabilities  
After teaching for 35 years (21 of those in special education), Laurie retired in 2012. In 2011, she experienced the loss of her husband, who died after a texting driver hit him while riding his bike. Laurie says she used her teaching experience to educate driver’s education classes about the hazards of phone usage while driving.

Dana Z Morris Jones  
Ph.D. 1978 — Counseling Psychology  
Dana has been teaching a course at the Federal Executive Institute in Charlottesville, Va., based on her recent book, “The Power of Difference: From Conflict to Collaboration in Five Steps.” Participants work on applying the concepts to resolving the complex differences among and within federal agencies.

Patricia A. Edwards  
Ph.D. 1979 — Curriculum & Instruction/Reading Education  

James L. Stull  
BS 1979 — Education  
After 22 years of service to the University of Wisconsin, Jim has retired with emeritus status.

Diane Johnson Burns  
BS 1980 — Education  
Diane completed and received recertification as a National Board Certified Teacher in language and literacy.

Doug Buehl  
MS 1981 — Literacy  

Julie Olig Rentmeester  
BS 1982 — Kinesiology/Physical Education  
Julie works with American Family Insurance and leads corporate training rollout for new products and systems. This multi-year training project was comprised of blended modalities including: self-study product knowledge modules, “expert talk” videos, classroom training, system simulations and state-specific variances via e-magazine articles. The program won Brandon Hall’s international HCM Excellence Award for Best Learning Program Supporting a Change Transformation Business Strategy.

Jeff Anderson  
BS 1983 — Kinesiology Exercise Physiology  
Jeff is an associate professor and has been the director of Clinical Education for the Respiratory Care program at Boise State University for the past 31 years. He received the Golden Apple Award from the College of Health Science in spring 2017.

Christine M. Benson  
BS 1983 — English Education  
Christine was selected to the Super Lawyers list for 2016, which appeared in the Super Lawyers and Milwaukee Magazines.

Dee Boyle-Clapp  
BS 1983 — Art History & Art  
Dee is director of the Arts Extension Service and co-author of the “Greening Your Arts Nonprofit” chapter in the sixth edition of “Fundamentals of Arts Management.”

Ana M. Brown  
MS 1983 — Educational Leadership & Policy Analysis  
Ana is a former student services administrator at Boise State University, Portland State University, and dean at Bowdoin College. She worked with children with autism and now teaches technology to students kindergarten through fifth grade.

Debbie Rabin  
BS 1984 — Dance  
Playtime Productions, a non-profit children’s educational theater in Dane County, is celebrating 30 years. Debbie is proud to have served as the resident choreographer for three decades.

Keri Butkevich  
BS 1988 — Music Education  
Keri is celebrating five years as executive director for the Oakland Youth Chorus, a comprehensive K-12 choral organization bringing year-long multicultural music education and choral training and performance programs to 1,000 students throughout Oakland and the San Francisco east bay each year.

ALUM PETERSEN’S SCULPTURE HONORS HISTORIC ACCOMPLISHMENT OF EX-BADGER POAGE  
Alumnus Elmer Petersen created a sculpture to honor former Badger track star George Coleman Poage, who made history at the 1904 Olympics by finishing third in the 220- and 440-yard hurdles to become the first African-American to earn a medal in the modern games.

Petersen, who earned his Master of Fine Arts degree from the School of Education’s Art Department in 1961, was commissioned by the city of La Crosse, Wisconsin, to create a sculpture honoring Poage, who grew up in the Western Wisconsin city.

The 1,600-pound cast bronze statue that shows Poage crouching and hurdling, was unveiled in August 2016 at George Coleman Poage Park on the corner of Hood and Fifth streets in La Crosse.
HERRMANN AUTHORS ‘DECIDE TO LEAD’


Herrmann is a clinical assistant professor in the Education Policy, Organization and Leadership Department at the University of Illinois at Urbana-Champaign.

Anne H. Palzkill
BS 1990 — Elementary Education
Anne is serving as president and principal at Edgewood Campus School in Madison.

Jeffrey B Krug
BS 1991 — Physical Therapy
Jeffrey is an associate professor of physical therapy and director of Student Activities at the University of Missouri. Jeffrey received the William T. Kemper Fellowship for Teaching Excellence in 2014.

Andrew McCuaig
MS 1991 — Curriculum & Instruction
Andrew’s short-short story “The Wallet,” which he wrote in his own creative writing class at Madison La Follette High School in 2003, was adapted into an opera by the Experiments in Opera company in New York. It was performed on Broadway in May 2017, along with five other short operas in the show “Flash Operas.”

Dennis Pauli
BS 1986 — Elementary Education
MS 1991 — Educational Administration
Dennis is currently the superintendent of the Edgerton School District, where he has served in this role since 2010. He also recently began teaching courses in the Department of Educational Leadership and Policy Analysis at UW–Madison.

Linda Rupnow Buzogany
MS 1993 — Counseling Psychology
Linda is a licensed professional counselor who has recently grown her private therapy practice to include treatment for psychogenic (non-epileptic) seizures. She is also lecturing in the Master’s Physician Assistant Program at Red Rocks Community College in Lakewood, Colo., to implement empathy in the medical profession. Linda is the author of “The Superman Years,” about psychological aspects of illness.

Martha James-Hassan
BS 1993 — Kinesiology
In March, Dr. James-Hassan was elected to serve on the steering committee for the Council of Urban Boards of Education (CUBE), the branch of the National School Board Association (NSBA) that supports educational excellence in urban school districts across the U.S. She currently serves as the policy chair for the Baltimore City Board of School Commissioners in Baltimore, Md., as well as working as an assistant professor in the School of Education and Urban Studies at Morgan State University in Baltimore.

Patrick W. Nolten
MS 1991 — Educational Psychology
Ph.D. 1994 — Educational Psychology
Patrick accepted the position of assistant superintendent of assessment and accountability with Naperville (III) Community Unit School District 203.

Paul Rux
Ph.D. 1994 — Educational Leadership & Policy Analysis
Paul currently teaches Ed.D. students online for Concordia University–Portland. Last year, Cambridge University invited him to join its online research team to assess the global need for teaching critical thinking skills to workers to equip them for the new knowledge economy.

Robert J. Bulik
Ph.D. 1995 — Curriculum & Instruction
In April, Dr. Bulik received the Stephen Shank Online Education Faculty Recognition Award, which recognizes teaching or mentoring excellence by a faculty member of Capella University, located in Minneapolis, Minn.

Chip Hunter
MS 1994 — Counseling Psychology
Ph.D. 1998 — Counseling Psychology
Following his “retirement” from academia, Chip continues to work for Doctors Without Borders. At present he is the field coordinator for several mobile medical clinics in Northeast Democratic Republic of Congo, looking after South Sudanese refugees fleeing violence there.

Jamie Schmidt
BM 1996 — Music Education
After six years as associate conductor with the national tour of “The Lion King,” Jamie was promoted to music director in July 2016, just after the visit to Madison’s Overture Center in May.

Clifton Tanabe
Ph.D. 1998 — Educational Policy Studies
Clifton was recently named Director for Institutional Transformation at the University of Hawaii at Manoa.

Frances Vavrus
Ph.D. 1998 — Curriculum & Instruction

Zak J. Domrath
MS 1999 — Rehabilitation Psychology
Zak was recently nominated by the Federal Executive Council of Central Iowa as Federal Employee of the Year. He has been employed with the United States Department of Veterans Affairs Vocational Rehabilitation and Employment Program and specializes in working with veterans who have disabilities with the goal of helping them secure long-term employment. He credits the education and internship experiences he received while attending UW–Madison for his success.

Gordon Hewitt
MS 1996 — Educational Leadership & Policy Analysis
Ph.D. 1999 — Educational Administration
Gordon was recently promoted to associate dean of faculty at Hamilton College, where he has directed the institutional research program since 2001. He also recently co-edited an edition of “New Directions in Institutional Research,” which will be published this summer.
ZINKEL NAMED WISCONSIN HIGH SCHOOL TEACHER OF THE YEAR

Alumnus Brent Zinkel in April was named Wisconsin’s High School Teacher of the Year. Zinkel earned his undergraduate degree from UW-Madison in history in 2002 and then received his secondary teaching certification through the School of Education in the fall of 2004. Zinkel is now a history teacher at Wausau East High School. He will receive $3,000 from the Herb Kohl Educational Foundation, a co-sponsor of the Wisconsin Teacher of the Year program. Zinkel teaches U.S. History I and II, and International Baccalaureate (IB) History. He also serves on various school committees working on improving educational outcomes for students and coaches several sports teams, including cross country and swimming.

Alan J Rieck
Ph.D. 2000 — Curriculum & Instruction
Alan was hired by Penn State University as assistant vice president and assistant dean for undergraduate education in November 2016.

Ann Schulte
Ph.D. 2001 — Curriculum & Instruction
After a one-year sabbatical in Australia, Ann co-authored “Self-studies in Rural Teacher Education” (Springer) and has been mobilizing faculty at California State University, Chico to strengthen their partnerships with rural schools and communities.

Thomas J Wetter
MS 1997 — Kinesiology Physical Education
Ph.D. 2001 — Kinesiology
Thomas is a professor at UW-Stevens Point in the Department of Health Promotion and Human Development. He is also director of the Health and Human Performance Lab.

David Fulton
MA 1998 — Educational Policy Studies
Ph.D. 2005 — Educational Policy Studies
Last August David joined CareerWise Colorado as a curriculum designer. This is a non-profit tasked with enacting the governor’s agenda of creating a statewide youth apprenticeship system based on the model in Switzerland. The team is working with businesses to create apprenticeships in areas such as information technology and insurance — sectors not typically associated with apprenticeships.

Nik Hawkins
MS 2005 — Educational Leadership and Policy Analysis
Nik is now publications manager and editor of Grow magazine at the UW-Madison College of Agricultural and Life Sciences.

Kristen Leigh Lindroth Kludt
BS 2006 — English Education

William Adams
BS 2009 — Kinesiology Athletic Training
William is a postdoctoral fellow at the University of Connecticut where he has the responsibilities of acting as the vice president of sport safety at the Kerey Stringer Institute. In August, he will be transitioning to a faculty position, where he has accepted an assistant professor position at the University of North Carolina Greensboro and will be taking the responsibilities of program director for the Athletic Training Program.

Emily Brookhyser
BS 2009 — English Education
Emily announces the opening of The Prep Center in September 2017 on Monroe Street in Madison. She reports that owning and operating a local tutoring center has been a dream for many years.

Shatina Williams
MS 2009 — Counseling Psychology
Shatina became a licensed psychologist in Washington, D.C., and Maryland. She subsequently started a private practice, Aya Psychotherapy, in Bethesda, Md.

Matthew Knoester
Ph.D. 2010 — Curriculum & Instruction
Matthew will become an associate professor of educational studies at Ripon College in August after seven years at the University of Evansville. He also co-authored a book coming out in July and published by Teachers College Press titled, “Beyond Testing: Seven Assessments of Students and Schools More Effective than Standardized Tests.”

Stacy Thompson
BS 2010 — Elementary Education
Stacy was named teacher of the year at Farragut Elementary School in Culver City, California.

Mark Clement Mleziva
BS 2011 — Secondary Education
Mark will be ordained a priest of the Roman Catholic Church on July 1, 2017 and will begin ministry at St. Francis of Assisi Parish in Manitowoc, Wis., on August 1.

Brian Johnson
MS 2011 — Educational Leadership and Policy Analysis
Brian will be the next director of student services for the Mount Horeb Area School District starting July 1, 2017.

Michelle B. Bass
Ph.D. 2012 — Educational Psychology
Michelle moved to the west coast in January 2017 to begin her tenure as population research librarian at Lane Medical Library at Stanford University’s School of Medicine. She says she looks forwards to the first 9 a.m. PST Badger football kickoff.

Sheila Jean Briggs
Ph.D. 2012 — Educational Leadership & Policy Analysis
Sheila was selected as one of 12 system leaders across the country to participate in the 2017-18 cohort of Broad Academy Fellows, which engages with passionate, proven leaders dedicated to transforming school systems. This intensive professional development program spans 18 months.

Erin Conrad
MS 2012 — Educational Leadership and Policy Analysis
After years working in the Madison Schools and Sun Prairie, Erin is now principal at Kegonsa Elementary in Stoughton.

Brianna Pilling
BS 2012 — Kinesiology
Brianna graduated from Chicago College of Osteopathic Medicine and will begin her residency in family medicine at the Mayo Clinic this summer.
TAYLOR RECEIVES 2017 DISSERTATION OF THE YEAR AWARD

Alumnus Leonard Taylor received the 2017 Dissertation of the Year Award from the American Association of Blacks in Higher Education (AABHE).

Taylor earned his master’s degree from the School of Education’s Department of Educational Leadership and Policy Analysis in 2011, and today is an assistant professor in the Educational Leadership Department at Mississippi State University.

Taylor’s research explores how higher education administrators, faculty and staff members can enhance student success and improve the “quality, quantity and diversity” of U.S. graduates by using data and other promising practices.

DORCH LAUNCHING PROGRAM TO SUPPORT AFRICAN-AMERICAN DOCTORAL STUDENTS

Alumna Deniece Dortch in the fall of 2017 will be starting an initiative at the University of Utah that’s designed to support African-American doctoral students.

The program provides students with a network of peers, mentors and professional development workshops to set them up for success.

Dortch is the program manager for the African-American Doctoral Scholars Initiative and a postdoctoral research fellow at the University of Utah. She received a Ph.D. in Educational Leadership and Policy Analysis from UW–Madison in 2016.

Dortch’s research focuses on understanding how African-American undergraduate and graduate students experience and respond to race and racism at predominantly white institutions of higher education.
How does UW–Madison’s School of Education consistently rank among the very best in the nation? It’s due, in large part, to the talent and dedication of the School’s faculty, staff and students.

On April 25, the School honored some of its most outstanding contributors with School of Education Faculty and Staff Distinguished Achievement Awards during a ceremony and reception in the Education Building’s Wisconsin Idea Room.

Congratulations to all of this year’s winners & thanks for making the School of Education such a remarkable place.

2017 AWARD WINNERS

ANN WALLACE | ACADEMIC STAFF DISTINGUISHED ACHIEVEMENT
Lorenzo Contreras | Kinesiology
Kathleen T. Horning | Cooperative Children’s Book Center

UNIVERSITY STAFF DISTINGUISHED ACHIEVEMENT
Heidi Udelhoven (Claire Shaffer Award) | Educational Psychology
Barbara Wipperfurth | Educational Leadership & Policy Analysis

FACULTY DISTINGUISHED ACHIEVEMENT
Richard Halverson | Educational Leadership & Policy Analysis
Gloria Ladson-Billings | Curriculum & Instruction

DICK & JULIE DALY EDUCATION STUDENT STAFF ACHIEVEMENT
Afton Crowley | Wisconsin Center for Academically Talented Youth

COMMUNITY-ENGAGED SCHOLARSHIP
Travis Wright | Counseling Psychology

EXCELLENCE IN DIVERSITY
Daniel Timm | Kinesiology

UW–Madison’s Diana Hess and Paula McAvoy were recognized in April as co-winners of the 2017 University of Louisville Grawemeyer Award in Education, a prestigious honor that includes a $100,000 prize.

The Grawemeyer Awards program pays tribute to the power of creative ideas, emphasizing the impact a single idea can have on the world.

Hess and McAvoy were recognized for their efforts to explore the role of teachers in perpetuating serious, thoughtful political deliberation in schools during these politically charged times. The two co-authored the award-winning 2014 book, “The Political Classroom: Evidence and Ethics in Democratic Education.”

Hess and McAvoy explain that teachers in the classroom should encourage conversations about difficult issues — whether it’s immigration, gun control, abortion, gay rights, religion or any other hot-button topic. Such discourse, they argue, is at the heart of a democratic education and these discussions help students understand diverse points of view and become more politically engaged adults.

“This honor means so much to us — in large part because it reinforces the important role that research plays in building ideas that can influence how schools take up the important role of civic education,” says Hess, who is dean of the School of Education and holds the Karen A. Falk Distinguished Chair of Education at UW–Madison.

McAvoy is program director of the Center for Ethics and Education, and an alumna of the School of Education.

While visiting Louisville, Hess and McAvoy presented free lectures about their award-winning ideas, discussed controversial political issues with students during a visit to Central High School, and took part in an Awards Dinner on April 20.

PHOTO COURTESY OF UNIVERSITY OF LOUISVILLE
With the close of last year’s Annual Campaign, we want to thank the 43,116 Badgers who contributed to the UW in 2016. Already those gifts are helping students, research, and the educational experience — all to better our world.
Thanks to the leadership and vision of dance pioneer Margaret H’Doubler, UW–Madison became the first university to offer a degree program in dance in 1926.

Nine decades later, the School of Education’s Dance Department celebrated this milestone throughout the 2016–17 academic year.

March 23–26, the Dance Department for the first time hosted the Regional High School Dance Festival, which was attended by more than 500 high school students, teachers and recruiters from across the United States and beyond. This festival featured five concerts, plus workshops, master classes and lectures from faculty, students and professional artists.

The centerpiece of this year-long observance of 90 years of dance at UW-Madison was a five-day festival April 26–30 that included six alumni concerts, 20 master class sessions, and eight panel discussions and presentations.