Congratulations, Class of 2018!

YOU MAY NO LONGER BE A STUDENT, BUT YOU’LL ALWAYS BE A BADGER! #UWGRAD
FROM THE DEAN: Diana Hess

Dear Friends:

I am very excited about what has happened in your School of Education this year. Most importantly, we are building on the excellence of our academic programs. Faculty and teaching staff have developed new courses, certificates, and majors that are innovative and meet the needs of students, citizens, and employers. Not surprisingly, students have responded — enrollment is up in every one of our 10 departments.

Our research, design, and outreach programs are growing and changing as well. In particular, the 12 new projects that have started over the past year as part of the Grand Challenges initiative are really exciting. These projects provide clear evidence that our faculty, staff, and students have great ideas for what we can do collectively, across our School’s departments and units, and with many campus and community partners, to develop new approaches to test important questions and design solutions to pressing problems.

The theme of this issue of Learning Connections is leadership. In the articles throughout, you will learn about many leaders who are making a positive difference in tangible and concrete ways. But what is clear to me is that no one issue of Learning Connections could possibly showcase all of the leaders in the School whose work is doing so much and has mattered so much. This is because the theory and reality of distributed leadership is what drives our work. In every department and unit in the School there are leaders. Students are leaders, staff are leaders, and faculty are leaders. I am particularly grateful for the exemplary leadership demonstrated day in and day out by our department chairs and senior staff who understand that the key goal of their work is to support others to do great work — and take risks.

We are now ranked the second-best School of Education in the United States — amongst all public and private schools. This is the highest ranking in our history. To be totally candid, we are tied in this ranking with another fine institution in Cambridge, Massachusetts.

The School of Education has many alumni and friends who have contributed in significant ways to our work. You are reading this because you are one of them — and please know how much we thank you for all you do to help us. We are grateful.

— Diana Hess

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School of Education shines in latest U.S. News ‘Best Graduate Schools’ rankings

Several programs within UW–Madison’s School of Education are once again ranked among the very best in the nation in the 2019 edition of U.S. News & World Report’s “Best Education Graduate Schools” report.

U.S. News revealed in March that the School is home to three No. 1-ranked programs in the “education specialties” of Curriculum/Instruction, Educational Psychology and Administration/Supervision. In all, the School of Education is home to eight different graduate programs that are ranked among the Top 10 in the nation.

Moreover, in U.S. News’ Best Education Graduate Schools ratings, the UW–Madison School of Education is ranked No. 2 overall, in a tie with Harvard University.

To calculate its rankings, U.S. News surveyed 385 institutions, with 267 providing information that was used to calculate rankings based on a series of measures. The ratings are also based on evaluations from peer institutions, in addition to input from education leaders outside of universities, such as K–12 superintendents and people who hire graduates.

In U.S. News’ education specialty ratings, UW–Madison’s Department of Curriculum and Instruction has been home to the No. 1-ranked Curriculum/Instruction program every year since 2001. In the Educational Psychology rankings, UW–Madison has housed the top-ranked program seven times in the past eight years.

Training clinic honored for delivering culturally relevant counseling services

The Counseling Psychology Training Clinic (CPTC), which is housed within the School of Education’s Department of Counseling Psychology, in March received a national honor for a unique partnership with UW–Madison’s Division of Diversity, Equity and Educational Achievement (DDEEA).

The program, which increases access to psychological services for underrepresented students, received the Clinic Innovation Award for 2018 in March from the Association of Psychology Training Clinics (APTC).

“Our partnership with the Counseling Psychology Training Clinic has made a profound impact on the lives of talented underrepresented students at UW–Madison,” says Gloria Hawkins, the assistant provost and Chancellors/Powers Knapp Scholars director with DDEEA. “The partnership has provided extraordinary mental health services, especially to our students of color who, in the past, have been very reluctant to seek mental health services.”

The CPTC aims to offer high-quality, cost-efficient and culturally competent psychological and mental health services to students and residents of Madison and the surrounding areas. As the name implies, the center is a training facility that is staffed by licensed psychologists who supervise master’s and doctoral students in the Department of Counseling Psychology.

The training clinic works closely with several DDEEA-led programs for underrepresented students who have been recruited to UW–Madison via both merit- and need-based scholarships. The CPTC utilizes advanced doctoral students from the counseling psychology program who identify as underrepresented students in the role of “community support specialists.” These doctoral students work closely with the DDEEA scholarship program coordinators to serve the scholarship students. This “embedded therapist” model is often used for university athletes or other specialty campus groups.

Thanks to the partnership, 35 percent of the students utilizing the training clinic are first-generation college students and 58 percent identify as students of color.

“Our psychologists in training are being given the opportunity to enhance their clinical competence via work with a caseload comprised of underrepresented students,” says Stephanie Graham, a clinical associate professor with the Department of Counseling Psychology and the director of the Counseling Psychology Training Clinic. “It’s a valuable training experience for all students in our department.”

Members of UW–Madison’s award-winning Counseling Psychology Training Clinic include (top row, left-to-right) Stephanie Graham, Tyson Pankey, Ivan Cabrera, Mun Yuk Chin, (bottom row, left-to-right) Alyssa Ramirez Stege and Elizabeth Martinez.
The Gender Effect

Kathryn Moeller, an assistant professor with the Department of Educational Policy Studies, first started looking into efforts by major corporations and their foundations to support girls and young women in Latin America, Africa and Asia more than a decade ago.

At the time, several global brands, such as Nike and ExxonMobil, were getting behind theories promoted by some economists in the early 1990s that considered investing in girls’ and women’s education to be the most efficient way to end poverty and promote development.

But Moeller’s extensive research examining these efforts shows that investing in girls and women in such a way is no “silver bullet” for ending poverty — and sometimes such initiatives do more harm than good. Her work was released in a new book in February titled, “The Gender Effect: Capitalism, Feminism, and the Corporate Politics of Development.”

Race and Education in New Orleans

Walter Stern, an assistant professor with the Department of Educational Policy Studies, has spent most of his academic career focusing on the historical intersection of race and education in the urban United States.

And in May his new book, “Race and Education in New Orleans: Creating the Segregated City, 1764-1960,” was officially released.

“I hope my historical work shines a light on how deeply rooted these disparities are and how they’ve been reinforced over long periods of time,” says Stern, whose research interests developed out of his experiences teaching public high school in Mississippi, covering education for a daily newspaper in Georgia and working as a consultant for multiple education initiatives in Louisiana. “This look back helps us better understand just how bold new strategies will need to be in order to undo such an entrenched and unequal system.”

Stern in May received a National Academy of Education/Spencer Postdoctoral Fellowship to further build on this work and to examine school desegregation and the roots of mass incarceration in Louisiana.

Accountability and Opportunity in Higher Education

Released in March, “Accountability and Opportunity in Higher Education: The Civil Rights Dimension,” includes essays from top academics addressing the unforeseen impact of accountability standards on students of color and the institutions that disproportionately serve them.

In particular, this book describes how federal policies can worsen existing racial inequalities in higher education and offers alternative solutions aimed to protect and advance civil rights for low-income and minority students and their colleges.

The book is edited by Gary Orfield of the University of California, Los Angeles, the co-founder and co-director of UCLA’s Civil Rights Project, and Nicholas Hillman, an associate professor with UW–Madison’s Department of Educational Leadership and Policy Analysis (ELPA). Hillman also contributed an essay for the book, as did ELPA Ph.D. students Daniel Corral and Valerie Crespin-Trujillo.

Partners in research discover impact of 4K

The Madison community now knows that its 4-year-old-kindergarten (4K) program is meeting one of its most important goals — getting more children equally prepared to enter kindergarten.

“Just imagine being far behind the starting line at 5 years old and never being able to catch up,” says Eric Grodsky, a UW–Madison sociology professor and co-director of the Madison Education Partnership (MEP). “Many low-performing students become so frustrated, they tune school out.”

An impetus for forming MEP, a research-practice partnership of the School of Education’s Wisconsin Center for Education Research and the Madison Metropolitan School District (MMSD), is the significant disparity in academic achievement between African American and white students in Wisconsin.

“We wanted to work with our local school district to help solve this problem,” says Eric Camburn, a professor with the Department of Educational Leadership and Policy Analysis who co-directs MEP with Grodsky and Beth Vaade, MMSD’s qualitative research supervisor.

“Our first research topic is 4K because we believe it can help stop gaps in the first place,” says Vaade, an alumna of the School of Education. “We already have found that 4K students enter kindergarten with better reading, interpersonal and social skills, and classroom behavior. We think 4K is so important that it will be our sole focus for several years.”

In April, MEP held its first public meeting and shared findings from the five studies it has tackled to date on 4K participation, attendance, skill development, family engagement and homelessness. The studies are available at www.mep.wceruw.org.
The Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) hosted its inaugural summit, Educating a Diverse Wisconsin, on April 26 at Dejope Residence Hall at UW–Madison.

More than 125 people from throughout Wisconsin attended the event, focused on the challenges and opportunities of educating an increasingly diverse state.

Faculty Director Clif Conrad, a professor in the Department of Educational Leadership and Policy Analysis, said the purpose of the event was to raise awareness and develop a deeper understanding of Wisconsin’s underrepresented student populations. He called for “spirited dialogue” among participants, with the goal of identifying promising ideas for enrolling, educating and graduating these students.

Jamie Merisotis, a globally recognized leader in philanthropy, education and public policy, and the president and CEO of the Lumina Foundation, delivered the keynote address. Merisotis noted it was fitting that participants had gathered at UW-Madison, “home to over 40,000 students of great promise,” to take on what he called the “toughest and most urgent challenge” of our time, which is: “Ensuring that America can unleash the talent of all its citizens, so that they can both survive and thrive in a challenging 21st century economy.”

UW–Madison alumnus James T. Minor, assistant vice chancellor and senior strategist for academic success and external partnerships with the California State University (CSU) system, spoke about the CSU system’s efforts to eliminate equity gaps.

Video game improves balance in youth with autism

Playing a video game that rewards participants for holding various “ninja” poses could help children and youth with autism spectrum disorder (ASD) improve their balance, according to a study this past fall in the Journal of Autism and Developmental Disorders led by researchers at UW–Madison.

Balance challenges are more common among people with ASD compared to the broader population, says study lead author Brittany Travers, and difficulties with balance and postural stability are commonly thought to relate to more severe ASD symptoms and impaired activities in daily living.

“We think this video game-based training could be a unique way to help individuals with ASD who have challenges with their balance address these issues,” says Travers, an assistant professor with the Occupational Therapy program, which is housed within the School of Education’s Department of Kinesiology. She also is an investigator at UW–Madison’s Waisman Center.

In this pilot study — the largest ever to look at the effects of balance training on individuals with ASD — 29 participants between the ages of 7 and 17 with ASD completed a six-week training program playing a video game developed by the researchers. By the end of the program, study participants showed significant improvements in not only their in-game poses but also their balance and posture outside of the game environment.

Travers developed the video game with help from Andrea Mason, another professor with the Department of Kinesiology, in addition to Leigh Ann Mrotek at UW-Oshkosh and Anthony Ellertson at Boise State University.

— By Adityarup “Rup” Chakravorty, Waisman Center

Brittany Travers works with a study participant playing a video game designed to help youth with autism improve their balance. The game may also help improve some of their autism-related symptoms.

PHOTO BY ANDY MANIS
The work of UW–Madison’s Lynda Barry is being featured in the “Drawn to Purpose: American Women Illustrators and Cartoonists,” exhibit at the Library of Congress in Washington, D.C. The “Drawn to Purpose” exhibit will be on display through Oct. 20, 2018 and will showcase almost 70 works by 43 artists in two rotations. Barry is an award-winning author and cartoonist with the School of Education’s Art Department. The associate professor of interdisciplinary creativity holds the Chazen Family Distinguished Chair in Art.

Aydin Bal delivered a keynote at the 2nd International Congress on Early Childhood Intervention in Antalya, Turkey, on March 31. Bal is an associate professor with the Department of Rehabilitation Psychology and Special Education. He presented culturally responsive, school-wide behavioral intervention and support models to educators, psychologists, rehabilitation counselors, social workers, physiotherapists and researchers.

Melinda Leko was awarded the editorship of the Teacher Education and Special Education (TESE) journal. Leko is an associate professor with the Department of Rehabilitation Psychology and Special Education. Cynthia Griffin from the University of Florida was also awarded the editorship. Leko and Griffin’s term begins in 2019.

David Williamson Shaffer delivered a keynote address at the Learning Analytics and Knowledge Conference, which ran March 5-9 in Sydney, Australia. Shaffer is the Vilas Distinguished Achievement Professor of Learning Sciences with the Department of Educational Psychology. He is an expert on teaching and assessing 21st Century skills through educational games.

Julie Underwood was named to a Blue Ribbon Commission on School Funding that was announced by Wisconsin’s legislative leaders on Dec. 6. The commission was chaired by Sen. Luther Olsen (R-Ripon) and Rep. Joel Kitchens (R-Sturgeon Bay). “Hopefully the commission will provide an opportunity for legislators, the Wisconsin Department of Public Instruction and practicing educators to improve educational opportunities for Wisconsin’s children,” says Underwood, the Susan Engeleiter Professor of Education Law, Policy and Practice, and the former dean of the School of Education.

Daniel Bolt was elected as the president of the Psychometric Society in a vote by the organization’s membership. He will begin serving on the executive committee as president-elect in August, and will serve as president of the organization in 2019-20. Bolt is a professor with the School of Education’s Department of Educational Psychology.

Neon has come a long way since the days when its typical use was for signs with succinct messages such as “EAT.” The 2018 Neon Light Show, held in the UW Stock Pavilion on April 21, included glass sculptures and artwork created by more than 45 artists from UW–Madison, Alfred University (New York), Brooklyn Glass (New York), the Art Institute of Chicago and many artists from Wisconsin. “For many people, neon is advertising, but in the hands of a creative, it becomes so much more,” organizer Tom Zickuhr told the Isthmus newspaper. “When you combine glass, rare gas and electricity, it’s easy to see the beauty in neon — the artist is literally catching lightning in a bottle.”
After spending more than 26 years as a faculty member on the UW–Madison campus, Gloria Ladson-Billings officially retired from her post as the Kellner Family Distinguished Chair in Urban Education on Jan. 4.

When asked about the timing of her retirement, Ladson-Billings laughed.

“It’s because I couldn’t stand another winter in Madison,” she said after wrapping up the fall semester this past December — and prior to heading south to spend parts of the next three months in Apollo Beach, Florida.

But don’t misunderstand. After dedicating most of her academic life to examining the practices of teachers who are successful with struggling students, Ladson-Billings isn’t going to be spending endless hours relaxing in the Florida sun. Her scholarship on culturally relevant pedagogy and critical race theory in education has never been more important or relevant, and her role as a leader in the realm of education research never more prominent.

Consider:

- In November, Ladson-Billings began serving a four-year term as president of the National Academy of Education, which supports research for the advancement of education policy and practice in the United States. Its members are a select group of education experts from around the world.
- In January, she was ranked No. 3 in Education Week blogger Rick Hess’ annual ratings of the most influential education scholars in the United States.
- In April, at the American Educational Research Association’s (AERA) Annual Meeting in New York, Ladson-Billings received both the Lifetime Achievement Award from AERA’s Division B (curriculum studies) and AERA’s 2018 Distinguished Contributions to Research in Education Award. AERA is a national research society with 25,000 members.
- Also in April, the American Academy of Arts and Sciences announced Ladson-Billings was elected to its 2018 class of members. Founded in 1780, the American Academy honors leaders in science, the arts, business and American life. Other members elected this year include former president Barack Obama and Supreme Court Justice Sonia Sotomayor. Alexander Hamilton, Charles Darwin and Martin Luther King, Jr. are among those previously recognized by the Academy.
- And in May, Ladson-Billings received her fourth and fifth honorary degrees. On May 7, she received the honor from the Erikson Institute in Chicago. On May 19, she was recognized by Morgan State University in Baltimore, where Ladson-Billings earned her bachelor’s degree in elementary education in 1968.

“These are tremendous honors and I’m deeply appreciative to be recognized in these ways at this point in my career,” says Ladson-Billings, who continues to serve as a professor emerita at UW–Madison with the departments of Curriculum and Instruction, Educational Leadership and Policy Analysis, and Educational Policy Studies. “But there is more work to be done. My big job now is to really focus on the responsibilities and leadership of the National Academy of Education.”
Prior to a chance meeting with UW–Madison’s Carl Grant in 1989, Ladson-Billings never gave a thought to a career in Wisconsin. An assistant professor at Santa Clara University at the time, Ladson-Billings was presenting in New York on her post-doctoral fellowship work, which was sponsored by the National Academy of Education and the Spencer Foundation. Her keynote at an event hosted by the College Board centered on culturally relevant teaching and effective instruction for black students.

“When I first heard Gloria speak, I could tell she had absolute clarity and a heightened consciousness about the problems and challenges facing students of color, and I believed that UW–Madison would be the ideal place for her to do this work,” says Grant, who today is UW–Madison’s Hoefs-Bascom Professor of Teacher Education in the Department of Curriculum and Instruction.

When her talk was nearly over, Grant ran out of the room. And as Ladson-Billings was wrapping up with a Q&A, he was standing in the hall, gesturing to her. The two met a few moments later and Grant told Ladson-Billings she needed to come work at UW–Madison.

“I’m not going to Wisconsin,” Ladson-Billings replied.

Grant was able to persuade Ladson-Billings to take a campus visit and deliver a presentation as part of the Wisconsin Center for Education Research’s Minority Visiting Scholars Program. After a long day on the UW–Madison campus — meeting School of Education faculty members, dropping in on classes and giving presentations — Grant took Ladson-Billings to a dinner at then-chancellor Donna Shalala’s residence. Upon arrival, Shalala asked Ladson-Billings: “What do we have to do to get you here?”

“I was caught so off guard,” says Ladson-Billings. “I said, awkwardly, ‘I already have a job.’ And she said, ‘That’s not the question I asked you.’ I’m like, ‘Oh my god, who is this little lady.’ ”

The recruiting pitch intensified from there and Ladson-Billings ultimately arrived at UW–Madison in the fall of 1991 as an assistant professor specializing in social studies and multicultural education. She kept telling herself she didn’t have to stay in Madison long if she didn’t like it.

Shortly after her arrival, in 1994, her groundbreaking book, “The Dreamkeepers: Successful Teachers of African American Children,” was released. It is here that Ladson-Billings expands on and advocates for “culturally relevant teaching” in a work that represents a new paradigm regarding ways to reduce academic disparity between mainstream and minority students. “The Dreamkeepers” was updated with a second edition in 2009 and continues to be used in teacher education programs around the country.

As Ladson-Billings describes her work, culturally relevant pedagogy is premised on three pillars: a laser-like focus on student learning; an attempt to develop cultural competence in all students; and socio-political consciousness.

“What I mean by developing cultural competence is that we must help kids understand assets that are part of their own culture, while simultaneously helping them become fluent in at least one more culture,” she says. “So it would mean youngsters of color have to learn the mainstream culture, but at the same moment youngsters in the mainstream need to learn some other cultures.”

Socio-political consciousness, notes Ladson-Billings, means that when a child asks, “Why do we have to learn this?” — a culturally relevant teacher has a thoughtful answer for why a topic is important.

During her time at UW–Madison, Ladson-Billings authored or edited 12 books, published 49 journal articles and 65 book chapters.

“Professor Ladson-Billings is among the world’s most impactful and significant anthropologists of education,” says William Tate.

“THERE ARE THOSE WHO INSPIRE, THERE ARE THOSE WHO MOTIVATE US TO DO BETTER AND THERE ARE THOSE WHO PROVIDE US WITH THE INTELLECTUAL GIRTH TO THINK IN BIG TERMS. GLORIA IS A COMBINATION OF THESE DIFFERENT IDENTITIES, ENHANCING KNOWLEDGE AND THEORY AND SHAPING THE FIELD.”

— Vivian Gadsden, the William T. Carter Professor of Child Development and Education at the University of Pennsylvania
the dean and vice provost of graduate education at Washington University in St. Louis. “For three decades, Gloria has been a productive scholar and thought leader whose conceptual and empirical approaches to the study of teaching and structural inequality offered insight into the mechanisms associated with sound teaching practice with students of color.”

During her years on campus, Ladson-Billings became the first black woman to become a tenured professor in the School of Education in 1995, and she developed two key graduate-level courses that have been consistently over-subscribed: Curriculum and Instruction 744: Multicultural Perspectives on Education; and C&I 844: Culturally Relevant Pedagogy.

She received the Kellner Family Distinguished Chair in Urban Education post in 2004, was president of AERA for 2005-06 and chaired the nation’s No. 1-ranked Department of Curriculum and Instruction at UW–Madison from 2008-11. Indeed, she is a key reason that department has held the No. 1 ranking every year since 2001.

All the while, she has helped the local Madison Metropolitan School District with various projects while consistently traveling the country, and even the world, speaking to captive audiences about her vital work in applying critical race theory to the field of education.

Combined, her many efforts have led to new models for examining ways to reduce academic disparity between mainstream and minority students. Research linked to culturally relevant pedagogy has been used by scholars across the globe as a framework for their own work.

“Professor Gloria Ladson-Billings is a creative and committed scholar whose work over a lifetime has had an enormous impact on improving the lives of young people, teachers, and community members,” says School of Education Dean Diana Hess. “Her willingness and ability to simultaneously lead national organizations with verve and grace, make tremendous contributions in her faculty role as a teacher, scholar, and campus citizen, and serve the community in myriad ways is impressive and unusual. The School of Education and UW–Madison are better places because of her work.”

For decades now, this work has been noticed by the best-of-the-best. Heavyweights like Harvard and Vanderbilt tried to lure her away from UW–Madison for faculty positions, while Stanford and Michigan State considered her for dean posts. Ladson-Billings earned her Ph.D. from Stanford University in curriculum and teacher education.

“I never went out job hunting but got offers and calls,” says Ladson-Billings. “Every once in awhile, if I’m down, I’ll pull out the letters Harvard was sending me and think, ‘They liked me. They really liked me!’ ” Ladson-Billings says with a laugh.

She adds: “Those places are, perhaps, more sexy or glamorous than UW–Madison. But one of the reasons I stayed for all these years is I was able to do great work here. We do a really good job at UW–Madison of striking a balance between research and impacting practice. There is something about this place that really worked for me.”

Ask Ladson-Billings about the highlights — or about what she is most proud of during her many years at UW–Madison — and the Philadelphia native and former Philadelphia public school teacher and administrator centers her responses around her students.

At the end of 2017, she had been a doctoral advisor for 45 Ph.D. students, including 17 African American women. She is continuing to supervise eight more doctoral students through 2018. Over the years, there have been significantly more master’s and undergraduate students who have mentored under her.

“There are lots of great scholars out there,” says Ladson-Billings. “But who are your students? Your legacy can’t just be you.”

Yet Ladson-Billings isn’t looking to create clones who follow her every move.

“When I first heard Gloria speak, I could tell she had absolute clarity and a heightened consciousness about the problems and challenges facing students of color, and I believed that UW–Madison would be the ideal place for her to do this work.”

— Carl Grant, UW–Madison’s Hoefs-Bascom Professor of Teacher Education
“She’d say, ‘I’m not trying to create a mini me,’ ” says Kevin Henry, who earned his Ph.D. from UW–Madison in 2016 and today is an assistant professor at the University of Arizona. “She gave us the vocabulary and the methods so we can examine issues on our own related to power and marginalized groups and equity in education. There is so much work that can be done in this realm and she wants us to have our own voices and identities.”

“One of the reasons she is a rock star is the way she fosters the opportunity for scholars to grow into the person they want to be,” adds Shameka Powell, an assistant professor at Tufts University who earned her Ph.D. at UW–Madison in 2015. “She is not in the process of replicating herself through her students.”

While these talented scholars will help push Ladson-Billings’ work forward for decades to come, her own work as president of the National Academy of Education is only just beginning. “It’s a wonderful opportunity to be called upon to lead what is the premier assemblage of education scholars in the world,” says Ladson-Billings. “There are no shortages of challenges across the United States and around our world. I’m excited about finding ways to bring insights from education research and practice to bear on different domains.”

In particular, Ladson-Billings says she’d like to build a closer, more collaborative relationship with the National Academies of Sciences, Engineering and Medicine. Grant, for one, is confident Ladson-Billings will shine in this new leadership role, much as she has done her entire academic career. “Gloria will be highly successful at the National Academy of Education because she is super smart and a visionary,” says Grant. “She understands exceptionally well current problems in education and their historical lineage and intersections with political, social and civic issues, and institutions.”

Adds Vivian Gadsden, a former president of AERA (2016-17) and the William T. Carter Professor of Child Development and Education at the University of Pennsylvania Graduate School of Education: “There are those who inspire, there are those who motivate us to do better and there are those who provide us with the intellectual girth to think in big terms. Gloria is a combination of these different identities, enhancing knowledge and theory and shaping the field.”

“(SOME OTHER) PLACES ARE, PERHAPS, MORE SEXY OR GLAMOROUS THAN UW–MADISON. BUT ONE OF THE REASONS I STAYED FOR ALL THESE YEARS IS I WAS ABLE TO DO GREAT WORK HERE. WE DO A REALLY GOOD JOB AT UW–MADISON OF STRIKING A BALANCE BETWEEN RESEARCH AND IMPACTING PRACTICE. THERE IS SOMETHING ABOUT THIS PLACE THAT REALLY WORKED FOR ME.”

— Gloria Ladson-Billings
When speaking with various groups about why the UW–Madison School of Education is widely regarded as being among the very best in the nation, Dean Diana Hess often highlights the School’s unusual range of 10 departments — with programs in the arts, health and education.

“The remarkable depth and breadth of talented people — located across our diverse collection of academic programs and research initiatives — consistently stands out as one of our key strengths,” says Hess, who holds the Karen A. Falk Distinguished Chair of Education.

One new and unique project that’s bringing together faculty members from different corners of the School is called the UW Community Arts Collaboratory. Housed within the School’s office of Education Outreach and Partnerships, the initiative brings fine and performing arts experiences to underserved youth across Dane County.

The Arts Collaboratory includes outreach efforts from: Faisal Abdu’Allah, a professor with the Art Department’s No. 1-ranked printmaking program and the faculty director of The Studio: Creative Arts and Design Community; Kate Corby, a professor and chair of the Dance Department; and Erica Halverson, a professor with the School’s No. 1-ranked Department of Curriculum and Instruction.

“I’m not sure if it’s happenstance or some sort of historical accident, but it’s certainly not typical for a school of education to house three major arts programs,” says Halverson, referencing the School’s Departments of Art, Dance, and Theatre and Drama. “But it exists here and it’s an amazing opportunity for me to work across these disciplines because we coexist in this same space.”

Prior to launching this project, those involved with the Arts Collaboratory say they’d often discuss the lack of arts-based learning opportunities for children — particularly for kids who don’t have many resources available to them outside of schools.

“I’ve known Erica since 2012, when we first began communicating cross-departmentally about creating accessible arts programming for marginalized youth in Madison,” says Corby. “Erica was the initiator and leader of the project, as she usually is in most everything.”

“Erica was the fixer,” adds Abdu’Allah. “She saw that we were working on similar projects and was the one who said, ‘Well, how about we consider doing some kind of collaboration?’”

The UW Community Arts Collaboratory ultimately came to life via the School of Education’s inaugural Grand Challenges Engage grant competition. Grand Challenges was launched in February 2017 in an effort to form and fund interdisciplinary teams to address critical problems that span the arts, health and education. In September 2017, the Arts Collaboratory was one of eight winning Engage grant teams selected to receive $25,000 each to carry out the Wisconsin Idea on behalf of the School of Education.

“The UW Community Arts Collaboratory is one of the most exciting projects I’ve worked on,” says Corby. “It’s so energizing to be surrounded by brilliant and passionate colleagues from different corners of the School of Education.”

Halverson, in particular, has spent the past 15 years examining topics related to how people learn in and through the arts, across a range of art forms, with a focus on the performing arts. Through her work and this new collaboration, she is committed to demonstrating the valuable role arts-based approaches can play in the lives of children.

“I’d like to get people rethinking what it is we should value in formal schooling,” says Halverson. “Over the last 15 years, and despite the lack of success with No Child Left Behind policies, I haven’t heard many people say, ‘Gee, maybe a problem is the reductionist approach to schooling we’ve taken.’ Instead, many double down and say, ‘Oh, we weren’t doing the right reading interventions,’ or ‘We need to add more math to the curriculum.’”

Adds Halverson: “I think the role of the arts in education has been short-changed for too long. So who better to work on this important topic than three people who have dedicated their careers to studying why the arts matter?”

‘THE FIXER’

Halverson working with innovators across disciplines to bring experiences in the arts to underserved youth
This partnership between the School of Education and Theatre LILA sends teaching artists into elementary classrooms to engage students in writing, performing and other forms of active learning. These meetings are once per week, for 90 minutes, over six weeks. At the end of the six-week program, the teaching artists turn several of the students’ writings into vaudeville-style plays or musical numbers, which are then performed for the whole school.

This year, Whoopensocker went to Lincoln, Sandburg, Thoreau and Emerson elementary schools in Madison, with 300 students participating directly in classroom programming. Similarly, an after-school club program was piloted with Sandburg Elementary.

“Fifty percent of our school is English language learners,” says Lincoln Elementary Principal Deborah Hoffman. “Research tells us a way to cement language learning is to bring experiences and language together. So when the students are writing and acting and singing and performing their work, it’s a very different meaning than simply putting pencil to paper.”

Moving forward, Halverson says she is hopeful that the UW Community Arts Collaboratory can bring additional School of Education-related arts outreach efforts into the fold. She also is interested in seeing if there are ways to better link the School’s various arts programs and its teacher education programs to train a new generation of teaching artists.

In addition, each member of the Arts Collaboratory also speaks of the importance of developing and utilizing evaluation tools that can measure and demonstrate the impact of their arts-based education programs.

“We would never say, ‘This work is going to help your kid do better on a standardized test.’ That’s not true nor is it a useful metric,” says Halverson. “But I do care deeply about demonstrating what kids are getting out of these experiences.”

“I think the role of the arts in education has been short-changed for too long. So who better to work on this important topic than three people who have dedicated their careers to studying why the arts matter?” — ERICA HALVERSON

The UW Community Arts Collaboratory is currently home to three programs

**The FauHaus Project** — Abdu’Allah brings area artists and UW–Madison students together in his studio each fall and spring semester to work with about a dozen court-involved and at-risk youth in Dane County. Over the course of 15 weeks, the group works together to develop a socially engaged art exhibition/showcase. Participants get involved in art-related activities like painting, printmaking, spoken word, performance and photography, while contributing to discussions pertaining to identity and representation in visual culture. The art produced stems from the participants’ stories and experiences, and is showcased during an end-of-the-semester exhibition.

**Performing Ourselves** — Corby launched this dance program in 2011 with colleague Mariah LeFeber at one area community center. It initially brought dance education and dance/movement therapy principles to foster confidence and resilience in middle school girls. Performing Ourselves has grown significantly since then, and during the 2017-18 academic year it served about 300 girls and boys in seven area community centers and three Madison public schools. The 30-week program is taught by undergraduate UW–Madison dance students. About 90 percent of the first through 12th graders taking part in Performing Ourselves are students of color, and 95 percent live in poverty.

**Whoopensocker** — In 1998, Halverson founded the Chicago-based nonprofit Barrel of Monkeys, a creative arts group that teaches creative writing to children in elementary school — and turns their work into performance pieces. In 2015, Halverson launched a Madison version of the innovative artistic outreach program with Beau Johnson and Amanda Farrar, calling it Whoopensocker.
Tim Boals was asked if, upon its launch in 2003, he could have ever imagined what a significant role the WIDA Consortium would be playing in the realm of standards and assessments for English language learners (ELLs).

Boals, the founder and director of WIDA, paused for a moment before explaining, “It has been successful beyond our expectations on so many levels. A colleague once called it a grant that went viral — and viral in a very positive way because we’ve been able to make a huge impact on English language learner education.”

WIDA is housed within the UW–Madison School of Education’s Wisconsin Center for Education Research (WCER). It provides language standards, assessment tools and a range of evidence-based resources and professional development opportunities for educators and ELLs in pre-kindergarten through 12th grade. Today, 37 U.S. state departments of education, among others, participate in the WIDA Consortium.

“ELL education historically was underserved within states and local schools,” says Boals. “Our focus has been to provide a holistic system of supports to our state partners, teachers and students.”

Boals started his career as a Spanish teacher prior to landing a position with the Indiana Department of Education. He moved to Wisconsin in 1997, where he worked with ELL and bilingual programs across the state for the Department of Public Instruction (DPI). In this role he helped make educators aware of current research and best practices in an effort to improve bilingual and ELL programs.

WIDA was established in 2003 within Wisconsin DPI thanks to a $2.3 million grant from the U.S. Department of Education. The goal was to create English language proficiency standards and assessments, and the consortium initially started with Wisconsin, Delaware and Arkansas — thus the WIDA acronym. However, Arkansas dropped out and World-class Instructional Design and Assessment was created to fit the acronym. Today, it’s simply WIDA.

“WIDA came around at a time when ELL students and their teachers were voiceless,” says Audrey Lesondak, an English language and bilingual consultant with Wisconsin DPI who was a teacher in Sun Prairie at the time WIDA was launched. “WIDA brought this group of educators who worked directly with students to the table, along with university researchers and DPI in an inclusive way.”

From the start, WIDA was more than a testing system measuring English language growth for culturally and linguistically diverse children. And its ongoing relationship with students, teachers and researchers has led to a variety of resources for educators of language learners.

Boals, who earned his Ph.D. in Curriculum and Instruction, and Educational Policy Studies from UW–Madison in 2003, is uniquely positioned to lead WIDA and its many constituents due to his background as a teacher, his experience in state education agencies and his familiarity with UW–Madison and WCER’s research capacity.

“Tim brings a clear vision, knowledge and a can-do philosophy,” says Lesondak. “He’s not saying he has all the answers but he brings people together to find success.”

Soon after its launch it was apparent Wisconsin DPI — which is charged with serving schools in Wisconsin — was not the proper home for WIDA. When the grant moved to WCER in 2006, the consortium had already grown to 12 states.

The 2016 Every Student Succeeds Act requires states today to include English language proficiency progress for ELLs as a core component of accountability plans. This has pushed the WIDA Consortium to its current levels.

While there are competitors that provide ELL testing and evaluation, WIDA thrives because it’s the only player in this field that supports an entire system of resources for educators of language learners.

“We’re successful because we’re much more than a testing system and people have confidence in our work because we’re housed in a leading School of Education,” says Boals, who notes that more than 300 international schools also use WIDA’s standards and assessments. “We work hard creating systems of supports for teachers that are research-based and that are proven to help English language learners succeed. It’s the Wisconsin Idea in action.”

Tim Boals (center) poses for a photo during the WIDA 2016 National Conference in Philadelphia.
UW – Madison’s Dorothy Farrar-Edwards has dedicated much of her academic career to research that examines the effects of aging on one’s ability to live independently.

She first started studying the reliability of performance-based assessments, designed to predict whether or not older adults possess the skills to live on their own, while earning her Ph.D. in experimental psychology at Washington University in St. Louis in 1980.

More than three decades later, Farrar-Edwards travels around the nation and across the globe working on this and a range of related topics, and sharing her expertise. In late May, she presented at the 2018 World Federation of Occupational Therapists’ Congress in Cape Town, South Africa, about a study looking at whether there is an optimal period when therapy is most useful in helping a patient who has suffered a stroke regain lost arm or hand function.

“The goal of my work is to contribute to the understanding of quality-of-life issues and well-being in older adults,” says Farrar-Edwards, whose research often centers on people dealing with the effects of a stroke, Alzheimer’s or a mild cognitive impairment. She is a Vilas Distinguished Achievement Professor of occupational therapy with the School of Education’s Department of Kinesiology, and leads the Collaborative Center for Health Equity in the School of Medicine and Public Health.

One interdisciplinary project Farrar-Edwards is currently working on is the development of the Menu Task tool, which is in response to the Improving Medicare Post-Acute Care Transformation (IMPACT) Act of 2014. Due to this act, the Centers for Medicare and Medicaid Services (CMS) is considering asking healthcare providers to evaluate patients prior to being released from the hospital to see if they have the mental and performance skills necessary for independent living. Identifying people who are unable to live on their own could reduce caregiver burden and costly hospital readmissions.

To make such reform possible, CMS is in need of a screening tool that requires minimal equipment, is easy to learn, quick to administer and simple to score — all while being reliable in determining if one has the skills to live alone. These skills, often referred to as instrumental activities of daily living (IADL), include things like meal preparation, the ability to get around in a community and financial management skills.

Farrar-Edwards and colleagues Gordon Giles of Samuel Merritt University in Oakland and Timothy Wolf at the University of Missouri in Columbia, have developed and are testing the reliability and validity of the Menu Task tool, which appears to check the boxes in regard to what CMS is looking for.

The test looks like a hospital food menu, and participants are asked to adhere to a set of rules while ordering off the menu — such as “select one meal item for each of the following meals: breakfast, lunch and dinner” and “select two or more Heart Healthy food items,” signified by a heart icon. Those who don’t pass the Menu Task would then undergo a more detailed assessment to determine if they, indeed, don’t possess the skills for independent living.

A team that includes two of Farrar-Edwards’ Ph.D. students, and five UW–Madison students with the Master of Science in Occupational Therapy Program, helped collect data and administer the Menu Task test to more than 200 people 55-and-older around the Madison area during the previous year.

Early results indicate the Menu Task is a reliable tool. Researchers next will be testing it in a hospital setting.

“Dr. Edwards is a renowned expert in rehabilitation science, especially around issues of aging, stroke recovery, measurement and recruitment. She is consistently sought out for advice, consultation and collaboration on a range of studies…”

— Timothy Wolf, University of Missouri–Columbia
Three long-time supporters of the School of Education have stepped up to DOUBLE GIFTS UP TO $50,000 to the School’s Annual Fund. Kathryn Richardson, and Cindy and Roger Schaus have been inspired to give by their experiences with the School.

KATHRYN RICHARDSON

Kathryn Richardson, who earned her master’s degree and her Ph.D. from the Department of Educational Leadership and Policy Analysis, says she wants other students to have the opportunity for the same kind of transformational experience she had, especially in her doctoral program.

“I always felt grateful for that experience,” she recalls. “My program opened doors and taught me to think differently.”

Cindy Schaus, who earned her bachelor’s degree in Behavioral Disabilities in 1977, hopes the match will inspire others to give, too.

“We’ve seen what matches can do to encourage people to make a gift,” she says. “It’s important for people to start giving at the level they can. My goal would be to have a lot of younger graduates who may not have a lot of money to be able to make a gift, have it doubled, and make even more of an impact.”

Cindy Schaus serves on the School’s Board of Visitors, and Richardson also served two terms. At board meetings, they learn about the strategy and accomplishments of the School. Roger says those meetings inspire him, too, because Cindy shares what she learns.

“It’s really great that the School of Education embraces its graduates and gets them involved,” he says. “We trust the Dean to spend our donations wisely.”

The goal of the spring campaign is to increase alumni participation at every level, says Betsy Burns, director of development. Donations to the Annual Fund support all areas of the School.

“From my perspective as a special education teacher, supporting research is really important. I graduated well prepared,” says Cindy Schaus. “Educational Practices have improved significantly since then. Many of these improvements have taken place because of research at the University. One of the main reasons I agreed to the match is to allow that research to flourish and to give education researchers the flexibility to investigate great ideas.”

Kathryn was a middle school administrator working full time during her master’s degree. She took time off to pursue her Ph.D. and found that experience even more meaningful, both professionally and personally.

“I remember walking up Bascom Hill and thinking about my grandmother, who had graduated from the School of Education,” she says. Her father also attended UW–Madison. “I just thought I was continuing a terrific legacy and following in their footsteps.”

And Kathryn is grateful for the degree she earned 20 years ago. “Someone before me gave so that I could have that experience,” she says. “I want that experience there for other people. That’s part of the legacy, too.”

“The School of Education is one of my philanthropic priorities, and I was honored to be asked to help with this match,” Kathryn says. “I want to support the outstanding research and the next generation of scholars.”

Cindy and Roger agree. “Being asked to make this kind of gift is humbling,” Cindy says. “I believe it’s important for everyone to think about what they have and what they can share.”

For information about making a matching gift or other donations to the School of Education, please visit allwaysforward.org/edu
provide increased support for the School of Education

THEATRE AND DRAMA STUDENTS BENEFIT FROM DORN GENEROSITY

Each year one undergraduate or graduate student in the Department of Theatre and Drama can receive the Friends of Dennis Dorn Fund award. This support may be used to travel to a national conference, where students are able to network with other professionals; for a research project; or a tuition scholarship.

Dennis Dorn was playing in a pit orchestra his first year of college when he looked up at the stage and the rigging, and caught the bug. When he transferred to the University of Wisconsin–Madison the next year, he majored in speech, now theatre and drama.

After graduate school, Dorn worked at other universities before returning to UW–Madison, to teach theatre technology and production. Over the course of his 33-year career he taught stagecraft, technical writing, structural design, technical direction, drafting and practicum courses that help round out students’ theatre experiences.

“It was terrific to work with students, both undergraduates and graduates,” he says. He enjoyed it so much that he finished his career at UW–Madison, retiring in 2009. One of his undergraduate students, Dan Lisowski, will be the next chair of the Department of Theatre and Drama. “The program is in good hands,” says Dorn.

Because it’s important for students to network and connect with professionals in their field, with the donations of many past students, Dorn and wife, Kathy, started the Friends of Dennis Dorn Fund. Last fall, they agreed to match any gifts given to the fund between August and December. “This helps students get out and meet people, especially at the United States Institute for Theatre Technology,” he says. “I still go to the annual meetings, just to stay connected. We want current students to be able to build those relationships as well.”

$20 MILLION MATCHING GIFT TO UW–MADISON SUPPORTS STUDENT SCHOLARSHIPS, FACULTY EXCELLENCE

Two of UW–Madison’s top fundraising priorities received a significant boost in December as donors Tashia and John Morgridge announced a new $20 million gift to the university’s All Ways Forward campaign to support faculty excellence and student scholarships.

“We believe these two priorities align well with our beliefs in what helps make UW–Madison a special place,” said Tashia Morgridge, a graduate of the School of Education who currently serves on the School’s Board of Visitors. “John and I feel strongly that now, more than ever, our faculty and our students need private support to help them reach their goals.”

THE NEW GIFT SUPPORTS:

FACULTY EXCELLENCE: Up to $10 million designated to create a match for new or enhanced endowed funds for faculty fellowships, professorships and chairs.

STUDENT SCHOLARSHIPS: Up to $10 million designated for need-based student aid, creating a match for new or enhanced endowed scholarships. This will add to a previous $50 million matching gift that alumni Ab and Nancy Nicholas announced in 2016, which eventually raised $100 million in new support for student scholarships at UW–Madison.

The Morgridges graduated from the University of Wisconsin in 1955. John Morgridge went on to become the chairman of Cisco Systems, one of the world’s largest manufacturers of networking hardware and telecommunications equipment. The Morgridges have remained close to UW–Madison and are among its most prominent philanthropists.
The Grand Challenges initiative developed in UW–Madison’s School of Education, which aims to ignite cross-disciplinary innovation, announced in May that it is awarding grants to four projects that display the potential to transform lives by supporting young people and families in Wisconsin.

These aptly named “Transform” grants are worth up to $250,000 each and are backing an impressive set of proposals, including one that’s designed to advance mental health for children in rural Wisconsin and another to mobilize and amplify youth voices for racial justice in Dane County.

The School of Education is home to a unique and diverse set of 10 departments spanning the arts, education and health. Grand Challenges was launched in February 2017 to spark innovation by supporting new teams of faculty and staff across departments, around the university and with partners off campus.

“I am so excited about how the Grand Challenges initiative has provided support for our faculty and staff to work in collaboration with community organizations and others from across UW–Madison to develop new interdisciplinary teams,” says School of Education Dean Diana Hess. “These teams have created exciting projects and ways to do high quality research on them that will have real impact on the lives of people across Wisconsin.”

Eighteen Transform proposals were submitted, with teams representing nine departments across the School of Education and 96 people in all — including 21 from other UW–Madison schools and colleges, and 12 from the broader community.

The four projects awarded Transform funding are:

**FOCUS Partnerships: Enhancing Mental and Behavioral Health for Children and Youth in Rural Wisconsin Communities**

**TEAM:** Craig Albers and Andy Garbacz (Department of Educational Psychology); Bonnie Doren, Melinda Leko and Andrea Ruppar (Department of Rehabilitation Psychology and Special Education); Steve Small (School of Human Ecology), Carmen Valdez (Department of Counseling Psychology); Eric Grodsky (Department of Educational Policy Studies); and Amy Meinen (the healthTIDE network)

**OVERVIEW:** Families, Organizations, Community, University and Schools (FOCUS) is a universal mental health promotion program designed to align and integrate evidence-based mental health support in an efficient, effective and sustainable delivery system for rural schools, families and community stakeholders. To address the high needs and low resources in rural communities, this evidence-based approach will provide access and support for mental health interventions with a focus on prevention, promotion and early intervention. Specific activities will likely include building parent, teacher and community stakeholder knowledge, and skills in evidence-based mental health interventions, promoting collaboration across stakeholders and creating professional communities.

**Mobilizing Youth Voices for Racial Justice**

**TEAM:** John Diamond (Department of Educational Leadership and Policy Analysis); Kendra Alexander (School of Human Ecology); Bianca Baldridge (Department of Educational Policy Studies); Erika Bullock (Department of Curriculum and Instruction); Forward Madison/TEEM Scholars; and the POWER Collective

**OVERVIEW:** Mobilizing Youth Voices for Racial Justice is intended to amplify the powerful work youth of color in Madison are doing to advance racial justice in their respective community organizations. This project will engage young people to analyze issues of race and disenfranchisement, develop intergenerational learning and action opportunities, and create a community forum to develop an agenda to implement solutions based on their collective work. Working across three institutional spaces — the Madison Metropolitan School District, UW–Madison and community based organizations — the program aims to build social capital, generate new insights and facilitate meaningful progress toward racial justice.

To learn more visit: [grandchallenges.education.wisc.edu](http://grandchallenges.education.wisc.edu)
Transform grants supporting interdisciplinary projects
designed to back youth and families in Wisconsin

Sociocritical Literacy for Community Change and Equity: Participatory Action Research with Bilingual Hmong and Latino Youth with/out Disabilities

TEAM: Mariana Pacheco (Department of Curriculum and Instruction); Taucia Gonzalez (Department of Rehabilitation Psychology and Special Education); Yang Sao Xiong (School of Social Work); and Madeline Hafner (Minority Student Achievement Network)

OVERVIEW: The Gira Académica para Nuestros Alumnos Sociocríticos (GANAS) program explores how bilingual Latino and Hmong youth with and without disabilities develop sociocritical literacies through participatory action research. Developed with English learner, special education and dual-category students, this program advances equity-driven learning ecologies, promotes students’ meaning making and critical thinking, and advances social change in school districts throughout Wisconsin. GANAS utilizes students’ writing assignments, digital stories, discussion board posts, surveys and interviews to reveal students’ new and shifting perceptions about themselves and their lives.

Building Capacity for Community-School-University Partnerships for Systemic Transformation — Toward a Culturally Responsive Indigenous Learning Lab

TEAM: Aydin Bal (Department of Rehabilitation Psychology and Special Education); Aaron Bird Bear (School of Education Student Diversity Programs); and Linda Orie (POSOH Project)

OVERVIEW: This project develops a culturally responsive school-wide behavioral support system with Native American students, families, community leaders and educators at a public high school in northern Wisconsin. Use of the Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS) framework and the Learning Lab methodology are critical to this work. The project will evaluate racial disproportionality in discipline and special education referrals, the use of exclusionary discipline, and perceptions of school climate and environment.

“We are confident that all four of these projects have the capacity to positively impact the lives of youth and their families in Wisconsin,” says Sarah Archibald, associate director of the Wisconsin Collaborative Education Research Network (The Network) within the School of Education, and a Grand Challenges co-director. “The Grand Challenges Transform grant winners embody the spirit of the Wisconsin Idea: They apply university research to address problems beyond campus and improve the quality of life for citizens across the state.”

These uncommon partnerships and innovative projects didn’t come together by accident. After a kickoff event announcing Grand Challenges in February 2017, the initiative’s leadership implemented a social networking strategy to bring talented people together. The team held six informal “meet-ups,” where faculty, staff and community members with similar interests could come together to make new connections. There also were 23 small-group breakfasts and lunches, and seven “spark dinners” that brought together teams with varied sets of expertise to move toward proposals.

In September 2017, eight teams competing in the inaugural Grand Challenges “Engage” initiative were selected to receive a combined $200,000 in Engage grants to carry out the Wisconsin Idea on behalf of the School of Education over the next two years. These award winners were selected from 14 proposal teams representing 55 faculty, staff and community members.

The Transform competition, which was designed to attract bigger, better and more complex proposals, was the culmination of one-and-a-half years of relationship building, consultations and mentoring between interested individuals and the Grand Challenges team. From the time of the Grand Challenges launch in February 2017 through February 2018, the initiative made connections between 400 people—including many graduate students, experts from different corners of the university and community members with no direct ties to the School of Education or UW–Madison.

“Grand Challenges is helping the School of Education unleash the power of its most promising research and programs to transform lives,” says Richard Halverson, a professor of Educational Leadership and Policy Analysis who co-directs The Network and Grand Challenges.

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

In Education Week commentary, Hess urges scholars to make voices heard

A commentary from Diana Hess that appeared in Education Week on Jan. 16 stresses that education scholars should engage in public-policy debate for which they have a deep well of knowledge.

The commentary was headlined, “The Problem with Calling Scholars ‘Too Political.’ ”

Hess is dean of the School of Education and the Karen A. Falk Distinguished Chair of Education.

Hess frames partaking in political debate as a responsibility and a way to give back to the community and the universities that support scholars. Hess is an expert on what schools should or should not do to teach young people how to thoughtfully engage in discussions of controversial political issues.

“Of course, specialized experts are not the only voices that should be taken seriously in public discourse. But to eschew expertise is to rob the public of what we know it takes to develop high-quality answers to nuanced and important problems,” writes Hess.

New York Times notes CCBC research on diversity in children’s books

In two separate March articles, the New York Times noted research conducted by the Cooperative Children’s Book Center (CCBC) that examines diversity in children’s books. One story reported on the diversity of black characters in children’s books and another Times piece was a personal essay about representation in “A Wrinkle in Time.”

Since 1985, the CCBC, which is housed within the School of Education, has documented books it receives that are by or about people of color, or from First/Native Nations. The Times articles cited the CCBC’s statistics from the most recent report, which found that out of 3,500 children’s books published in the U.S. that it reviewed this past year, only 116 were by black authors and 319 were about African-American characters. The articles connected the statistics the CCBC tracks to the lack of representation children of color have while reading books.

The New York Times articles were headlined: “Black Kids Don’t Want to Read About Harriet Tubman All the Time;” and “I Saw Myself in ‘A Wrinkle in Time.’ But I Had to Work Hard.”

In other reports...

- Amy Bellmore was interviewed in January by Wisconsin Public Radio about a study she co-authored that explains how having a diverse group of peers can have a positive impact on academic performance. Bellmore is a professor with the Department of Educational Psychology.

- This past winter, the Milwaukee Journal Sentinel, Wisconsin State Journal and Ceramics Monthly, among other media outlets, put the spotlight on the one-of-a-kind ceramics work of Gerit Grimm, who is a faculty member with the School of Education’s Art Department. The reports examined a show from the German-born artist that was running at the Museum of Wisconsin Art in West Bend titled, “Gerit Grimm’s Fairytales: In A Time Neither Now Nor Then.”

- Time magazine in December examined Education Secretary Betsy DeVos’ controversial first year, and UW–Madison’s Michael Apple was among the experts the publication reached out to in an effort to put these topics in perspective. Apple is the John Bascom Professor Emeritus of Curriculum and Instruction, and Educational Policy Studies.

To check out more In the Media reports, visit: news.education.wisc.edu/in-the-media
AERA 2018 Annual Meeting

Ladson-Billings receives two major honors as Badgers shine in New York

The American Educational Research Association’s 2018 Annual Meeting was held in New York City April 13–17, and once again UW–Madison faculty, staff, students and alumni were well represented.

With more than 25,000 members, AERA is the largest national interdisciplinary research association devoted to the scientific study of education and learning.

And at this spring’s annual meeting, UW–Madison Professor Emerita Gloria Ladson-Billings was recognized not once, but twice, as being among AERA’s most distinguished scholars.

She received the Lifetime Achievement Award from AERA’s Division B (curriculum studies) and also took home AERA’s 2018 Distinguished Contributions to Research in Education Award, a prestigious honor that recognizes “meritorious contributions to education research” and is intended to “publicize, motivate, encourage and suggest models of education research at its best.”

Ladson-Billings was a faculty member with the School of Education from 1991 until her retirement earlier this year, when she stepped down as the Kellner Family Distinguished Chair in Urban Education. (To learn more about Ladson-Billings’ remarkable career, see Page 6)

The School of Education also hosted its annual AERA Reception on Sunday night, April 15, at the Sheraton Times Square (see photos at right). More than 200 faculty, staff, students, alumni and friends attended the celebration. It was wonderful seeing so many familiar faces.

FOLLOWING IS A SAMPLING OF ADDITIONAL #AERA18 HIGHLIGHTS:

- UW–Madison alumna Julie Posselt, who earned her master’s degree in educational policy studies in 2002, received AERA’s Early Career Award. Posselt’s research is rooted in sociological and organizational theory, and examines institutionalized inequalities in higher education and organizational efforts aimed at reducing inequities and encouraging diversity. She is an assistant professor at the University of Southern California.

- UW–Madison alumna Jennifer Seelig’s ethnographic study of a small town in northern Wisconsin received recognition from two different groups. Seelig received an AERA Division L (education policy and politics) Outstanding Dissertation Award and the Rural Education Dissertation of the Year Award from AERA’s rural education special interest group (SIG). She earned her Ph.D. from the Department of Educational Policy Studies in 2017. Her dissertation is titled, “North of Highway 8: An Ethnographic Study of a School-Community Relationship in Rural Wisconsin.”

- UW–Madison alumna Min Yu earned AERA’s Division B (curriculum studies) Outstanding Book Recognition Award for her work, “The Politics, Practices, and Possibilities of Migrant Children Schools in Contemporary China.” She earned her Ph.D. from the Department of Curriculum and Instruction in 2013 and is an assistant professor at Wayne State University.

- UW–Madison’s Laura Hamman, who is pursuing a Ph.D. from the Department of Curriculum and Instruction, received the Graduate Student Travel Award from AERA’s Bilingual Education Research SIG.

- UW–Madison alumna Erin Quast was named the second place winner of the Shelby Wolf AERA Literature SIG Award for Outstanding Dissertation. Quast earned her Ph.D. from the Department of Curriculum and Instruction. Her dissertation is titled, “Racial Meaning Making in 4K: An Ethnographic Collective Case Study.” She is an assistant professor at Illinois State University.

- UW–Madison alumna Hyejung Kim received the 2018 Outstanding Student Research Award from AERA’s special education SIG. She earned a Ph.D. in special education in 2017 and is working as an adjunct faculty member at New York University in the Embedded Master of Arts in Teaching program. This award is for Kim’s in-preparation paper titled, “Intersectionality of Ableism, Racism, and Linguicism: College Enrollment Process among Korean American Students with Autism.”

PHOTOS BY JENNA BASCOM
International Society of Learning Sciences recognizes Nathan, Puntambekar

UW–Madison’s Mitchell Nathan and Sadhana Puntambekar each were elected as a Fellow of the International Society of Learning Sciences (ISLS) in May.

Both are faculty members with the School of Education’s No. 1-ranked Department of Educational Psychology. This honor recognizes their “substantial contributions to the learning sciences.”

Nathan, who is director of the Center on Education and Work within the School of Education, was one of the four founding officers of ISLS in 2002. His research and teaching focus on basic learning theory and research methods for understanding and improving instruction and student reasoning in mathematics, engineering and STEM more broadly. He currently serves on the editorial board for the flagship journal of the society, The Journal of the Learning Sciences.

Puntambekar is the Sears-Bascom Professor of Educational Psychology. Her research centers on the design and implementation of innovative, technology-rich learning environments to foster deep and engaging science and engineering knowledge for middle school students. She served as the executive officer of ISLS from 2010-16 and was conference chair of the 10th International Conference on Computer Supported Collaborative Learning held at UW–Madison in 2013.

The ISLS Fellows program has three main goals: to honor those who have made major research accomplishments in advancing the field of the learning sciences; to identify people who continue to take leadership roles in ISLS and serve as role models for others in the field; and to build a respected cohort of leaders who sustain the ISLS community, strengthen the organization, and advance its broader value and visibility.

Mathieu, Jones receive faculty fellowships

In March, 33 people from across campus received 2018 faculty fellowships, including the School of Education’s Robert Mathieu and Tom Jones.

Mathieu, who directs the Wisconsin Center for Education Research (WCER) within the School of Education, received a WARP Named Professorship, which comes with a $100,000 research award to honor faculty members who have made major contributions to the advancement of knowledge. Mathieu also is the Albert E. Whitford Professor with the Department of Astronomy.

Jones, a professor of photography with the School of Education’s Art Department, received a Romnes Faculty Fellowship. He studies American Indian identity, experience and perception. The Romnes award comes with $60,000 that may be spent over five years.

Walker earns Vilas Associate appointment

Chris Walker, an associate professor with the School of Education’s Dance Department, was appointed a Vilas Associate earlier this year.

The Vilas Associate appointment is awarded to UW–Madison faculty members with new, ongoing, significant and high-quality research. The Divisional Research Committees of the Office of the Vice Chancellor for Research and Graduate Education chooses the competitive recipients based on a detailed proposal. The appointment provides summer salary for two summers and $12,500 in flexible research funding for two fiscal years.

This past fall, Walker also received the 2017 Black Excellence Award in Choreography for his work, “Manifest,” from the African American Arts Alliance of Chicago. Walker’s “Manifest” is a conversation between contemporary expressions and traditional practices of African movement, practices that inform the physical relationship to space and time in the present and the imagined future.

Gonzalez, Lee named Outstanding Women of Color

In a campus tradition dating back a decade, UW–Madison’s annual class of Outstanding Women of Color awardees was recognized at a reception on Feb. 22.

Among those being honored were two faculty members with the School of Education, Taucia Gonzalez and Helen Lee.

Gonzalez is an assistant professor of special education with the Department of Rehabilitation Psychology and Special Education. She is a tireless advocate for individuals from marginalized groups on the UW–Madison campus and beyond.

Lee is an assistant professor of glass with the Art Department. Since her arrival on campus in 2013, she has worked hard to both create and exhibit her own artwork as well as to build an inclusive community in the Art Department and its Glass Laboratory.
School of Education Dean Diana Hess learned in May that she was receiving the 2018 Distinguished Graduate Award from the University of Washington’s College of Education. This honor is voted on by the faculty of Washington’s College of Education and is being bestowed to recognize Hess’ accomplishments, leadership and service. Hess, who holds the Karen A. Falk Distinguished Chair of Education, received her Ph.D. from the University of Washington–Seattle in 1998.

Andrew Winterstein on April 13 was inducted into the Wisconsin Athletic Trainers’ Association Hall of Fame, which is the highest honor awarded by WATA. Winterstein is a distinguished clinical professor with the School of Education’s Department of Kinesiology, where he directs the university’s highly regarded Athletic Training program.

David Kaplan, the Patricia Busk Professor of Quantitative Methods with the Department of Educational Psychology, received the 2018 Samuel J. Messick Distinguished Scientific Contributions Award from Division 5 of the American Psychological Association.

UW–Madison’s Carolyn Kelley and Alexandra Pavlakis of Southern Methodist University co-authored a paper that received the 2017 Journal of Research on Leadership Education’s Best Article Award. The award-winning research article is titled, “Accreditation in the Professions: Implications for Educational Leadership Preparation Programs.” Kelley is the School of Education’s senior associate dean for academic programs and is a professor with the Department of Educational Leadership and Policy Analysis.

A recently released book from UW–Madison’s Matthew Hora earned the 2018 Frederic W. Ness Book Award from the Association of American Colleges and Universities. Hora authored, “Beyond the Skills Gap: Preparing College Students for Life and Work.” Hora is an assistant professor of adult and higher education and is an affiliate with the School of Education’s Department of Educational Leadership and Policy Analysis. He is also a research scientist with the Wisconsin Center for Education Research (WCER), and the director of UW–Madison’s Center for College-Workforce Transitions (CCWT). Hora wrote the book with Ross J. Benbow, an associate researcher with WCER, and Amanda K. Oleson, an education scholar focused on workforce pathways.

UW–Madison’s Arts Institute announced the winners of its 2018 Awards in the Creative Arts, and three people with ties to the School of Education were recognized. Andrea Harris, an associate professor with the Dance Department, received an Emily Mead Baldwin Award, while J Myszka Lewis, a curator with the Art Department’s Tandem Press, earned the Edna Wiechers Arts in Wisconsin Award. In addition, master of fine arts candidates and collaborators Maria Wood of the Design Studies Department and Leigh Garcia of the Art Department took home a Sinaiko Frank Graduate Fellowship for a Woman in the Arts.

Marlene Skog, an assistant professor with the Dance Department, is receiving the 2018 Wisconsin Dance Council Distinction Award. She will be honored at the 2018 Dance Council Conference, Award Reception and Ceremony on Aug. 18 in Neenah.

Francois Tochon was awarded an honorary professorship this spring from Guangdong University of Foreign Studies, a public university located in Guangzhou, China. Such an award is even more highly regarded than an honorary doctorate and is Tochon’s second honorary professorship, joining his four honorary doctorates. Tochon is a professor with the School of Education’s No. 1-ranked Department of Curriculum and Instruction, where he leads the World Language Education program.
Jacobson pursuing master’s while serving as U.S. administrative law judge

Joe Jacobson approaches his coursework with the School of Education’s Rehabilitation Counseling master’s degree program from a unique perspective.

While many of his classmates are striving to become accredited as certified rehabilitation counselors or attempting to earn a training license as a professional counselor, Jacobson already has an established career as a United States administrative law judge.

“Mainly, I enjoy taking classes, going to school and testing myself,” says Jacobson, who is on track to wrap up his master’s degree in August. “Life-long learning has always been important to me.”

Jacobson, who is a native of Onalaska, Wisconsin, previously spent 22 years in the U.S. Air Force. This service included working for 16 years as an attorney and also included a stretch as a judge in the Air Force.

Jacobson has served as an administrative law judge with the Social Security Administration since 2008. In this role, he serves as both the judge and trier of fact for people who believe they are not receiving the Social Security disability benefits they should be.

Since 2011, he has worked in the agency’s Madison office. He mainly hears appeals from claimants with physical ailments, mental health disorders or cognitive issues that prevent them from working.

If the Social Security Administration determines an individual does not qualify for, or no longer meets the definition of disability under the Social Security Act, or finds that a person was overpaid, that individual can request reconsideration of the agency’s decision. If the individual is not happy with that decision, that person has the right to request a hearing before an administrative law judge.

The Social Security Administration considers about 700,000 cases each year. This necessitates a roster of roughly 1,400 administrative law judges, who are independent of the Social Security Administration.

“In these appeals, I will often hear from vocational experts who are graduates of UW–Madison’s rehabilitation psychology program,” says Jacobson. “I started thinking it might be interesting to take some master’s classes as a way to test myself and build on a bachelor’s degree in psychology that I never really used.”

Jacobson started taking classes as a special student in 2013 and enjoyed courses being taught by Brian Phillips, an assistant professor of rehabilitation psychology. Jacobson eventually applied for admission to the master’s program, started taking two classes each semester and is scheduled to graduate this summer.

This master of science degree program in rehabilitation counseling is designed to prepare people to serve adolescents and adults with disabilities in rehabilitation agencies and programs through counseling, assessment, job placement, case management and advocacy. The program’s mission centers on improving the quality of life and fostering inclusion for individuals with disabilities in community settings.

The program places a strong emphasis on field experiences, including three semesters of practical training in supervised placements in rehabilitation counseling settings.

“The placements have been very useful in allowing me to appreciate the lives of people I see in the courtroom at a deeper level,” says Jacobson, who especially enjoyed his placement with the Green County Community Support Program, which provides comprehensive mental health and case management services to adults with a severe and persistent mental illness.

His placement with Employment Resources, Inc., a private, nonprofit organization in Madison, similarly helped Jacobson gain a better understanding of what happens to some people after they leave the courtroom and receive benefits and employment counseling.

“Not only is this program challenging me, it’s giving me new experiences and making me better at my job,” says Jacobson.

Diverse-OT receives Bucky Award for Best New Student Organization

The student organization Diverse-OT received the university’s Bucky Award for Best New Student Organization in April. The awards are presented by UW–Madison’s Center for Leadership and Involvement. This award is given to a student organization that was founded within the last three academic years and is given to an organization for the success and contributions they have brought to campus and the surrounding community.

This student organization is led by faculty members with the School of Education’s Department of Kinesiology and its Occupational Therapy program, Kristen Pickett and Brittany Travers. Students pictured are Lisa Marie Leppla, Kara Jo Daily, Katie Conrad, Monica Daleccio, Kirstin Amber and Yasmeena Ougayour.
The School of Education’s Laura P. Minero received a campus-level award for her work as a teaching assistant earlier this year. The fourth-year Ph.D. student with the Department of Counseling Psychology received an Exceptional Service Award. Minero has taught multiple courses over the past four years, including academic enhancement seminars, a Posse seminar, theory and practice in interviewing, social and cultural foundations in counseling, and abnormal behavior and psychopathology.

“I love influencing students to feel confident in themselves and finding more doors to walk through when one closes on them,” says Minero. “In the end, I want my students to walk away from my courses feeling like their dreams are valid and that college indeed is for them no matter how many setbacks they might have or may continue to encounter along the way.”

Britta Pigorsch, who earned her undergraduate degree in elementary education and political science, is one of eight from UW–Madison to be awarded a Fulbright U.S. Student Program grant for the English Teaching Assistant Program. This program places Fulbrighters in classrooms abroad to provide assistance to the local English teachers. ETA’s help teach English language while serving as cultural ambassadors for the U.S. Pigorsch will be taking her talents to the Netherlands with this Fulbright award.

Eric Post, a Ph.D. student with the Department of Kinesiology, is receiving the 2018 Sports Health T. David Sisk Award for Best Original Research Paper. Post’s paper, published in the journal Sports Health, is titled “Association of Competition Volume, Club Sports, and Sports Specialization With Sex and Lower Extremity Injury History in High School Athletes.” Post is also a research assistant with the Wisconsin Injury in Sport Lab, which is led by Assistant Professor David Bell.

Jennifer Otting is the author of a study examining education reform in Kosovo that was published in March in the journal Compare: Journal of Comparative & International Education. Her paper is titled, “Rendering technical the responsible citizen: implementing citizenship education reform in Kosovo.” This work is a product of her master’s thesis. Otting today is a Ph.D. student with the Department of Educational Policy Studies.

Alyssa Ramírez Stege was inducted into the Bouchet Graduate House Society this spring. This is a national award in recognition of Ramírez Stege’s exemplary qualities of character, leadership and advocacy for traditionally underrepresented students. She is a Ph.D. student with the School of Education’s Department of Counseling Psychology and has been a campus leader providing mentoring and mental health support to underrepresented students at UW–Madison. She has developed pre-training (service learning) experiences to encourage racial and ethnic minority students to gain exposure and experience relevant to mental health careers.

In February, UW–Madison hosted its annual Day of Play, a community outreach initiative for elementary school students and their families. The event was organized and administered through a partnership between Rec Sports and the School of Education’s Physical Education Teacher Education program. The two groups worked together to develop and facilitate engaging, age-appropriate activities for the kids. P.E. students in particular brought their excellent planning and teaching skills to an already well-established campus event by leading the games and activities. The Physical Education Teacher Education program is housed within the School of Education’s Department of Kinesiology.

A strand of fake pearls. Three metal brooches. Dozens of salmon-colored coral beads. These are examples of the raw materials UW–Madison metalsmithing student Chloe Darke utilized in “Radical Jewelry Makeover: Wisconsin.” By the end of the months-long project, she and several of her fellow students had transformed unwanted jewelry into fresh pieces. The finished items were displayed at an art exhibit, then available for purchase, with the proceeds benefiting charity.

PHOTOS BY EMILY HAMER
## Class Notes

### 50s

**Joan Jones Woodbury**  
BS 1950 — Dance  
MS 1951 — Dance  

The Ririe-Woodbury Dance Company, which Shirley Russon Ririe and Joan co-founded while teaching at the University of Utah (1964), departed in early May on a month-long international tour to Mongolia and South Korea. The tour is a partnership with the U.S. Department of State. Joan attributes her understanding of the value of dance and its importance for the human condition, and therefore the world, to her studies with Margaret H'Doubler, Louise Klopepper, Shirley Genther and many other teachers at the University of Wisconsin.

**Linda Crawford**  
BS 1980 — English Education  

Linda publishes a literary magazine for a Minneapolis K-6 school with a large population of free and reduced lunch students. Students write fiction and non-fiction pieces, and edit them until they are publication-ready. The students also illustrate their stories/articles/poems, with the help of a professional artist.

**Gayle Mindes**  
MS 1965 — Counseling and Behavior Disabilities  

Gayle, a professor of education at DePaul University (Illinois), will retire at the end of this academic year. A faculty member for 25 years, Gayle served as associate dean, acting dean and chair of the Teacher Education Department.

**Lonny Gordon**  
MFA 1987 — Dance, Choreography & Painting  

Lonny was in residence with Kanopy Dance from March to April of 2018. His two new dances were performed April 12—15 at the Overture Center. “Radiant Shaman,” a solo for Lonny, was a world premiere. “Benches” was shown as a preview and will be premiered in 2019.

### 60s

**Jack Tupper Daniels**  
Ph.D. 1989 — Kinesiology  

Jack was inducted into the “Peninsula (San Francisco) Sports Hall Of Fame” in April of 2019, based on achieving Olympic and World Championship medals and being the USA National Champion on a couple of occasions in the sport of modern pentathlon (horseback riding, épée fencing, pistol shooting, swimming and running). His book on running (“Daniels Running Formula”), is now available in Chinese, Japanese, Russian, Portuguese, Spanish, German, Polish and French.

**Ronald A. Smith**  
Ph.D. 1989 — Physical Education  

At age 82, Ronald is still using his Wisconsin education to research and write about intercollegiate athletics. His new book will be published in summer 2018 and is titled “Nailed to the Crossbar: From the NCAA-Penn State Consent Decree to the Joe Paterno Family Lawsuit.”

**Marilyn Zelke Windau**  
BS 1972 — Art Education  

Marilyn recently had her fourth book of poetry published. “Hiccups Haunt Wilson Avenue” was released this spring.

### 70s

**William Brescia**  
MS 1973 — Curriculum & Instruction  

William works for the Mississippi Band of Choctaw Indians as an education planner. He spends lots of time writing, including funding proposals for education programs. William is currently working on a survey for tribal members about fitness and outdoor activities.

**George A. Goens**  
Ph.D. 1973 — Educational Administration  

George’s 10th book, titled “Civilty Lost: The Media, Politics, and Education,” will be published in January.

**Charles L. Slater**  
Ph.D. 1973 — Curriculum & Instruction  

Charles, a professor of educational leadership at California State University Long Beach, received the University Achievement Award for Outstanding Faculty Impact Accomplishment in Research, Scholarly and Creative Activity.

**Mark Corona**  
MS 1975 — Counseling  

In February, Mark was named partner at Chief Outsiders, a top marketing and business strategy consulting firm in the United States.

**Harry J. Knopke**  
Ph.D. 1975 — Educational Administration  

Harry had a 35-year career in higher education, with the last nine serving as a college president. Upon retirement, Harry was recruited to be president of Aqua Clara International, a non-profit non-governmental organization that develops and disseminates clean water technologies for those who live on less than $2 per day.

**Bruce Bender**  
Ph.D. 1977 — Educational Psychology  

Bruce is a professor of psychiatry at the University of Colorado Medical School, head of the Division of Pediatric Behavioral Health, and chief of pediatric neuropsychology at National Jewish Health. Bruce has run a research program for 35 years, and he said it’s based on what he learned as a graduate student at UW.

**William C Bozeman**  
Ph.D. 1978 — Educational Administration  

Bill is a professor emeritus at the University of Central Florida. His contributions to education and school leadership were recently recognized as he was honored with the Southern Regional Council on Educational Administration’s Lifetime Achievement Award.

**Rasma Haidri Sjovoll**  
BS 1979 — English and French Education  

Rasma’s poetry collection titled, “As if Anything Can Happen,” was published in 2017.

**Christine B. McCormick**  
MS 1979, Ph.D. 1981 — Educational Psychology  

After serving as dean of the College of Education at the University of

### 80s

**SCHULER SELECTED AS 2018 NATIONAL SUPERINTENDENT OF THE YEAR**

Alumnus David Schuler was named the 2018 National Superintendent of the Year in February by AASA, the School Superintendents Association.

Schuler received a master’s degree in 1998 and a Ph.D. in 2004, both from the School of Education’s Department of Educational Leadership and Policy Analysis.

Schuler was first a social studies teacher in Wisconsin, then served as a superintendent in two different Wisconsin districts, Marshall and Stevens Points. In 2005, he became the superintendent of Township High School District 214 in Illinois.

The AASA “applauded Schuler’s efforts to create a career pathways program that has helped students earn college credit and land internships, career-specific learning experiences, and industry certifications,” reported Education Week.
McCOY NAMED DIRECTOR OF CLEMSON’S RUTLAND INSTITUTE FOR ETHICS

Alumnus William C. McCoy was named director of Clemson University’s Rutland Institute for Ethics in March. McCoy earned a master’s degree from the School of Education in continuing and vocational education in 2002. In his new position, he will oversee the institute’s operations and collaborate with partners in academia and the private sector, encouraging discussions about ethics on campus, in business and in the community. “I look forward to increasing awareness of the institute throughout the university and the region, as well as strengthening the foundation of the institute itself,” McCoy said in a Clemson University news release. “The institute will push ethical decision-making to the forefront of Clemson Tiger education, and I look forward to working with all faculty, students and staff members to make that happen.”

Massachusetts Amherst for more than 11 years, Christine has returned to faculty status. Christine and co-author David Scherer have completed the second edition of “Child and Adolescent Development for Educators.”

Karen L. Gars
Ph.D. 1982 — Curriculum and Instruction

Patricia Anne Thoma
BS 1982, Physical Therapy
Patricia is currently on sabbatical, spending three months volunteering in the therapy department at an American-run orphanage (Shepherd’s Field Children Village) for special needs children located in Langfang, China.

Janet Lynn Estervig
MS 1983 — Education/Vocational Rehabilitation Counseling
Janet has taken a position with the Attainment Company located in Verona, Wisconsin. She is their new director of curriculum and training. The Attainment Company publishes printed curricula for students with disabilities and creates software, apps, videos, AAC devices and training for youth and adults with disabilities.

Patricia Markos
Ph.D. 1983 — Studies in Behavioral Disabilities
Patricia is director of the Institute for Professional Studies in Education (IPSE) at the University of Wisconsin-La Crosse.

John Bina
BS 1984 — Instrumental Music Education
In December, John was awarded the Band-world Legion of Honor Award from the John Philip Sousa Foundation. This award recognizes band directors who have maintained school concert band programs of excellent musical quality and who have held leadership positions within their professional organizations. Since 2011, John has served as the director of bands at Saint Thomas Academy in Mendota Heights, Minnesota.

Lisa Mahaffey
BS 1984 — Occupational Therapy
This spring, Lisa graduated with a Ph.D. in disability studies from the University of Illinois at Chicago. Lisa is a faculty member in the Occupational Therapy program at Midwestern University in Downers Grove, Illinois, and will be finishing a second term as president of the Illinois Occupational Therapy Association.

Catherine Townsend Taylor
BS 1985 — Rehabilitation Psychology
MS 1986 — Rehabilitation Psychology and Special Education
After 15 years teaching in public high schools, Catherine is now developing and teaching a horticulture based pre-vocational program for diverse learners in the Chicago Public Schools through a partnership with After School Matters and The Chicago Botanic Garden.

Laurie Rabideau Kleisinger
BS 1987 — Physical Education
Laurie’s days of teaching and coaching are pretty much behind her now, and the side business she has had for the past 20 years in packaging sales has become her focus. Over the last several months Laurie has been to Washington, D.C., several times to help the U.S. government design a new, improved bag for a portion of their food aid program. If you ever see those big, shiny, white, 50-pound bags stamped “USA,” you’ll know that a UW–Madison School of Education alum is behind it.

Thomas K. Hagood
Ph.D. 1990 — Dance
The National Dance Education Organization is honoring Thomas with an annual award in his name, the Thomas K. Hagood DELRdi Award for Excellence in Undergraduate Inquiry.

Carol Abohatab
BS 1991 — Dance Performance/Choreography
Carol has traveled the world teaching and choreographing dance. From September through December of 2017, she traveled to the Philippines, Indonesia, Malaysia and Thailand to give clinics and adjudicate dance in pageantry competitions. In April, she spent a month at an artists’ residency

WARD TO BECOME NEXT DIRECTOR OF MORGDRIDGE CENTER FOR PUBLIC SERVICE

Earlise C. Ward, an alumna of the School of Education and a leader with years of experience in both healthcare and helping the community, will become the next director of UW–Madison’s Morgridge Center for Public Service.

Ward, an associate professor at the School of Nursing, will begin her new role in January 2019.

Ward received her Ph.D. from the School of Education’s Department of Counseling Psychology in 2002. The Morgridge Center for Public Service connects UW–Madison students, staff and faculty to local and global communities to build partnerships and solve critical issues through service and learning. The center is administratively housed within the School of Education.
TIME HONORS SCHMITT AS A PERSON OF THE YEAR

UW-Madison alumna Amanda Schmitt in December was recognized as a Person of the Year by Time magazine. Schmitt, who earned a bachelor’s degrees in art from the School of Education in 2009, was one of the “Silence Breakers” that Time spotlighted as triggering the #MeToo national outcry over sexual harassment.

As Time reports: “A publisher of Artforum, Knight Landesman, stepped down after Amanda Schmitt sued him for sexual harassment.”

“The harassment started when I was at the beginning of my career and had just moved to New York City,” Schmitt tells Time. “I was trying to figure out my place in the art world, my place in the city, my place as an adult in the workplace. The harassment began so early, and it was so accepted in the industry. When I finally spoke out publicly, I wondered why I hadn’t sooner. I was afraid that I didn’t have the strength to make it stop. I don’t feel that fear anymore.”

Schmitt today is an independent curator focusing on video, sound, performance and time-based media, with a core interest in analog technologies. She has curated over 40 exhibitions, video screenings and performance series since 2006. She started her career as the Director of the WUD Art Committee, managing the Porter Butts Gallery in Madison, and has since worked in New York, Miami, San Francisco, Tokyo, London and Berlin, among other places.

in Tuscany, rejuvenating her creative spirit with dance and video in site-specific work.

Shahanna McKinney Baldon
BSE 1993 — Secondary Education
Shahanna serves as director of professional learning for the Minority Student Achievement Network (MSAN), a project at the Wisconsin Center for Education Research in the UW-Madison School of Education.

Eric Brunsell
BS 1998 - Education

Linda Tuchman-Ginsberg
Ph.D. 1996 — Special Education
Linda has had an affiliation with UW-Madison since 1968, except for three years when she was a special education teacher in Dane County. Since retirement from the Waismann Center in 2013, Linda has continued to co-direct the UW Infant, Early Childhood and Family Mental Health Capstone Certificate program as a part-time rehired annuitant with the Department of Psychiatry.

Chip Hunter
Ph.D. 1998 — Counseling Psychology
Chip is a field project coordinator for Doctors Without Borders, currently located in Lahe, Myanmar, providing medical services for a group of extremely remote Nagaland villages which can only be reached by foot or by motorcycle.

Dianne Reistroffer
Ph.D. 1997 — Continuing and Vocational Education
Dianne is a professor emerita and interim director of the Doctor of Ministry program at Louisville Presbyterian Theological Seminary.

Jamie Schmidt
BM 1996 — Music Education
After serving as associate conductor and music director of the national tour of the “Lion King” for the past eight years, Jamie has moved back to New York City, as associate conductor with the Broadway company of “Aladdin.”

Lisa Peyton Caire
MS 1999 — Educational Leadership & Administration
Lisa is founder and president of the Foundation for Black Women’s Wellness in Madison. This foundation in April announced a nine-month project to engage the community and gather input from black women and others about Dane County’s high rates of infant mortality. The hope is to address and identify solutions to lower the incidence of low birthweight babies born to black mothers in Dane County.

Mark Nepper
MS 1999 — Curriculum & Instruction
Mark is an English teacher at West High School in Madison and received a Kohl Fellowship award this spring. Mark has been an English teacher at West since 1990, and also serves as a director of the Greater Madison Writing Project.

Sara Pfister Johnston
MS 2004 — Rehabilitation Counseling
Sara has accepted an associate professor position in the Occupational Therapy Doctorate program at Drake University in Des Moines, Iowa, where she will teach research and population health courses.

Monica I. Uriguen
Ph.D. 2006 — Educational Leadership and Policy Analysis
Monica is the dean of International Relations at Higher Studies Institute, The State Graduate University of Ecuador.

Sheena Kauppila
BM 2006 — Music Education
Sheena is a Ph.D. candidate in the Department of Educational Leadership and Policy at the University of Utah studying higher education. She recently received a full fellowship, the Steffensen-Cannon Scholarship, to do her research and write her dissertation examining student-faculty engagement at community colleges.

Blake Sims
BSE 2006 — Elementary Education
Three years ago Blake launched Epic Solutions, an education startup which hosts one-week summer programs for teens in Boston, as well as related professional development and curriculum development for K-12 schools. In November 2017, Blake expanded her role as a social entrepreneur when she joined the Innovate@BU initiative at Boston University as program director of social innovation.

Nga Wing Anjela Wong
Ph.D. 2008 — Educational Policy Studies
Nga-Wing recently published a book titled, “Opening doors: Community Centers Connecting Working-class Immigrant Families and Schools.” Nga-Wing is an associate professor at UW-Eau Claire, where she teaches courses in anti-oppressive and culturally relevant education.

Jordan Becker
BS 2009 — Kinesiology
Jordan completed a Ph.D. in cancer biology from UW-Madison and is studying the cellular biology of HIV-1 assembly. Jordan is now a post-doctoral associate at the University of Minnesota in the Twin Cities studying virus evolution and cancer.
LEON WINS 2018 FORWARD UNDER 40 AWARD FROM WISCONSIN ALUMNI ASSOCIATION

Raul Leon in March received a 2018 Forward under 40 Award from the Wisconsin Alumni Association as an “outstanding example of living the Wisconsin Idea — the idea that this public university exists to serve the public good.”

Leon helped create the award-winning Brother-HOOD (Helping Others Obtain Degrees) initiative at Eastern Michigan University. This program is a living-and-learning community that engages first-year underrepresented male students of color.

Leon, who received his Ph.D. from the School of Education’s Department of Educational Leadership and Policy Analysis in 2010, is an associate professor of educational leadership at EMU who studies student success, the role of chief diversity officers, and the impact of international and study-abroad experience.

Rebecca Murkley Marburger
BSE 2009 — Elementary Education

Rebecca is an education specialist at Wisconsin Public Television, and her team released a new website, WisconsinFirstNations.org, in collaboration with their Wisconsin Act 31 partners, including the UW-Madison School of Education and the Wisconsin Department of Public Instruction. This resource provides authentic and accurate educational resources for teaching about American Indian Nations of Wisconsin.

Noah J. Marcus
Ph.D. 2009 — Kinesiology

Noah has been an assistant professor in the Department of Physiology and Pharmacology at Des Moines University, Medicine and Health Sciences ever since completing a post-doctoral fellowship in July 2015. This year, Noah was awarded a grant from the National Heart Lung and Blood Institute for the study of cardio-renal syndrome in chronic heart failure.

Kevin Mason
Ph.D. 2009 — Curriculum and Instruction

Kevin is an associate professor of science education at UW-Stout, and recently received an award as Teacher of the Year in the College of Education, Hospitality, Health, and Human Sciences for the 2017-18 school year. Kevin also accepted a position to serve as the assessment coordinator of the School of Education for the 2018-19 school year, and recently published several articles.

Gena Nelson
BSE 2010 — Special Education

Gena graduated with a Ph.D. in special education from the University of Minnesota in December 2017 and accepted a position as an assistant professor in special education at Boise State University.

Don Karsh
BS 2008 — Secondary Education

M.S. 2012 — Counseling Psychology

Don is a recipient of a 2018 Herb Kohl Fellowship Award. This honor is based on an educator’s superior ability to inspire a love of learning in students, leadership and service within and outside the classroom, and the ability to motivate others.

Emily C. Meier
BSE 2012 — Secondary Education

Emily is currently working with the Rural Schools Collaborative, a new non-profit dedicated to connecting rural schools and communities across the U.S. The work focuses on promoting rural place-based engagement, creating teacher leaders in small towns and empowering communities through rural philanthropy. RSC is based out of Cambridge, Wisconsin, and has 10 regional hubs across the country.

Terrance L. Green
Ph.D. 2013 — Educational Leadership and Policy Analysis

Terrance was recently awarded a National Academy of Education/Spencer Postdoctoral Fellowship. His research focuses on the nexus of urban school reform and socially just community development, with a particular focus on school and community leaders. Terrance is currently an assistant professor at the University of Texas at Austin.

Robert Kelchen
Ph.D. 2013 — Educational Policy Studies

Robert is an assistant professor at Seton Hall University and recently had his first book, “Higher Education Accountability,” published by Johns Hopkins University Press. He was also ranked No. 54 on Rick Hess’s annual Edu-Scholar Public Influence List, the top-ranked assistant professor across all universities.

Elizabeth Schrader
MS 2014 — Special Education

Elizabeth helped found the non-profit, Disability Support International (DSI), in 2016 and has been serving as board chair for the past two years. The nonprofit’s mission is to advocate, support and empower so that people with disabilities in developing countries can live life to the fullest. Since January 2016, DSI has developed the first online Global Disability Directory, which allows people to search for disability services in their area of the world. Learn more: www.ds-international.org

Deborah Egly
Ph.D. 2015 — Educational Psychology

Deborah used knowledge from the MSPE program to launch and continuously improve the English language school she co-founded in Taipei, Taiwan, with a fellow Badger, Christopher Hooker, called All Aboard English Academy. Deborah and Christopher opened their second school location in November 2017.

Nathan Wills
Ph.D. 2015 — Educational Leadership and Policy Analysis

Nate is the director of blended learning initiatives at the University of Notre Dame. He recently won a $1.8 million grant from the GHR Foundation to implement blended learning in five Catholic schools in the Twin Cities over the next three years.

Hildey Joseph
MS 2017 — Education/C&I secondary

Hildey teaches chemistry and biology at a bilingual international school in La Guajira, Colombia. The English as a second language component in her master’s program was particularly essential, because Hildey’s classes are now comprised almost entirely of English language learners.

CALL FOR ALUMNI UPDATES

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

If you have not received our email requests for updates, it may mean we don’t have your current email address. To update your alumni record visit: www.wunalumni.com/services/update or call the Wisconsin Alumni Association at 888-947-2586. Stay in touch!
2018 SCHOOL OF EDUCATION

Faculty & Staff Distinguished Achievement Award Winners

UW-Madison’s School of Education and many of its programs are consistently ranked among the very best in the nation. One of the main reasons is the many dedicated and talented faculty and staff who work across the School.

In an effort to recognize some of these important individuals, the School administers Faculty and Staff Distinguished Achievement Awards. And on April 4, the School held its annual awards ceremony to honor this year’s recipients.

Congratulations to all of this year’s award winners and thanks for making the UW-Madison School of Education such an amazing place.

ANN WALLACE ACADEMIC STAFF DISTINGUISHED ACHIEVEMENT
H. Gary Cook, WIDA at the Wisconsin Center for Education Research
Marc Kulinski, Kinesiology

UNIVERSITY STAFF DISTINGUISHED ACHIEVEMENT
Bonnie Sullivan, Wisconsin Center for Education Research
Shirley Wright (Claire Shaffer Award), Wisconsin Center for Education Research

FACULTY DISTINGUISHED ACHIEVEMENT
Chuck Kalish, Educational Psychology
Bill Reese, Educational Policy Studies

DICK & JULIE DALY EDUCATION STUDENT STAFF ACHIEVEMENT
Miah Gatzke, Morgridge Center for Public Service

COMMUNITY-ENGAGED SCHOLARSHIP
Stephanie Budge, Counseling Psychology

EXCELLENCE IN DIVERSITY
Carmen Valdez, Counseling Psychology

HOMECOMING 2018
School of Education Tailgate

The Badgers host Illinois in this year’s Homecoming football game at Camp Randall Stadium. Kickoff is set for 11 a.m.

Visit education.wisc.edu later this summer for more details on how to purchase tickets for the game and our annual Homecoming Tailgate at Union South, which runs from 8:30 to 10:30 a.m.

SATURDAY, OCTOBER 20
Connect with old friends and create new memories!

THEATRE & DRAMA Summer 2018
FOR MORE INFORMATION VISIT:
thatre.wisc.edu/university-theatre-productions/current-ut-season/

I'M JUST A MEAN GREEN MOTHER FROM OUTER SPACE AND I'M BAD!

LITTLE SHOP OF HORRORS IS PRESENTED THROUGH SPECIAL ARRANGEMENT WITH MUSIC THEATRE INTERNATIONAL (MTI).
ALL AUTHORIZED PERFORMANCE MATERIALS ARE ALSO SUPPLIED BY MTI. WWW.MTISHOWS.COM

DIRECTED BY SHAD WILLINGHAM
Based on the film by Roger Corman | Screenplay by Charles Griffith
LITTLE SHOP OF HORRORS IS PRESENTED THROUGH SPECIAL ARRANGEMENT WITH MUSIC THEATRE INTERNATIONAL (MTI).
ALL AUTHORIZED PERFORMANCE MATERIALS ARE ALSO SUPPLIED BY MTI. WWW.MTISHOWS.COM

BOOK & LYRICS BY HOWARD ASHMAN
MUSIC BY ALAN MENKEN

THEATRE & DRAMA Summer 2018
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BOX OFFICE 608.265.2787

LEARNING CONNECTIONS
MY EDUCATION HAS ALLOWED ME TO LIVE MY LIFE AS I WISH.

And that’s the greatest gift anyone could hope for. Now I feel it’s my turn to help students who have similar aspirations. That’s why I put the UW in my will. My hope is that a more enlightened generation will make the world a better place.

Rosemary Schultz ’80, MS’82, MD’85

supportuw.org/giftplanning
The School of Education’s Dance Department hosted its annual H’Doubler student concert, “from within,” April 19–21 at the Margaret H’Doubler Performance Space in Lathrop Hall.

The concert featured contemporary dance works from student choreographers John Paul Alejandro, Kimi Evelyn, Amanda Graziano, Elisa Hildner, Aliya Mayers, Megan Schimke, Alice Svetic, Annee Welbel and Sam Welbel, and the sophomore cohort. The performances included a mix of solo, duet and group works exploring what it takes to navigate through and beyond experiences that affect the body and mind.