CELEBRATING 20 YEARS
OF BRIDGING CAMPUS AND COMMUNITY

INFLUENCING LIVES BEYOND THE BOUNDARIES OF THE CLASSROOM
UW-Madison’s School of Education recognized its Spring 2016 graduates by hosting a pair of events to celebrate the accomplishments of its many talented and dedicated students.

On Friday, May 13, the School honored its Ph.D. and MFA degree recipients with a traditional Reception and Hooding Ceremony at the Nicholas-Johnson Pavilion adjacent to the Kohl Center.

And prior to UW-Madison’s Spring 2016 Commencement Ceremony at Camp Randall Stadium on Saturday, May 14, the School celebrated with its newest class of master’s and bachelor’s degree graduates by hosting its annual Pre-Commencement Celebration at the Gordon Dining and Event Center on campus.

CONGRATULATIONS CLASS OF 2016!
And remember: You may no longer be a student, but you’ll always be a Badger!
FROM THE DEAN:  Diana Hess

This year, we are celebrating the 20th anniversary of the Morgridge Center for Public Service here at UW–Madison. The center is leading the way in community-based service learning courses for both undergraduate and graduate students, and in connecting our rich human resources with volunteer opportunities in the community. The Morgridge Center also supports our faculty in conducting important community-engaged research. This conviction — that service and learning are intrinsically linked and that an early start in community engagement leads to a lifetime of civic engagement — is propelling the university forward.

Getting students outside the walls of the classroom for authentic learning opportunities helps them identify needs in the community. It teaches them to create collaborative, innovative solutions to real-world problems, and to work toward social justice — all of which sets them up to be lifelong learners and doers. I’m so proud of the work the Morgridge Center is doing, and of the work that it has enabled our students, staff, and faculty to do throughout the state.

One of the things that sets UW–Madison apart from other top-tier universities is our belief in the Wisconsin Idea — the guiding philosophy that the important research and teachings of our public land-grant institution should benefit people statewide, nationwide, and even worldwide. Indeed, the Morgridge Center for Public Service is helping Badgers like you shine their light throughout our state, our country, and our world.

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A $5.2 million U.S. Department of Education grant announced in November will fund the largest research collaboration to date between Wisconsin’s Department of Public Instruction (DPI) and UW–Madison.

Over the next four years, education researchers at DPI and the Wisconsin Center for Education Research (WCER), part of UW–Madison’s School of Education, will mine longitudinal data from Wisconsin schools, supported by qualitative studies, to identify proven practices teachers can use to narrow gaps in student opportunity and achievement levels across all racial and ethnic backgrounds, and family income levels.

For the past 10 years, DPI has worked with public school districts across the state to collect data about students, staff and academic courses, and to provide reports based on this information. Anyone logging on to DPI’s information portal — WISEDash — can compare test scores and rates of attendance, truancy and graduation for each school in the state across characteristics such as economic status, race and disabilities.

In 2014, DPI created a task force to study data related to Wisconsin’s achievement gaps. Schools that showed promise in closing those gaps selected educators and school leaders to share their work. The task force collected those recommendations and issued a report, “Promoting Excellence for All,” for families, schools and community members to engage in efforts to close achievement gaps.

“We really want to focus on schools where achievement gaps are narrowing to find out what these schools are doing successfully,” says Jared Knowles, a DPI research analyst and the project’s principal investigator. “Our goal is to translate that analysis and research into evidence-based recommendations that principals, administrators, teachers and guidance counselors can easily use to make better decisions on how to solve the challenges unique to their districts, and better serve students.”

To conduct a professional study of this magnitude, Knowles turned to WCER and enlisted a team of university researchers led by Eric Grodsky, associate professor of sociology and educational policy studies.

“This is a level of collaboration that I think is novel,” says Grodsky. Although WCER and DPI bring different assets to the table, they share a common goal. “This project is an opportunity for us to work more closely together on issues that are central to the lives of kids in Wisconsin,” he says.

**IN OTHER WCER NEWS …**

- In response to increasing need within Wisconsin’s pre-kindergarten through secondary education system to understand how educational interventions work and may be improved, WCER has created the Wisconsin Evaluation Collaborative (WEC). WEC is a growing community of experienced program evaluators from UW–Madison who work in partnership with school districts, professional associations, CESAs, state and federal agencies, and foundations to determine the effectiveness of education initiatives and how they can be continuously improved.

- Forty-six research universities that produce one-third of U.S. doctoral degrees in science, technology, engineering and mathematics (STEM) now are members of the Center for the Integration of Research, Teaching and Learning. CIRTL was established within WCER. The mission of CIRTL is to improve the teaching skills and increase the diversity of future STEM university faculty members. CIRTL added its 25 newest members as a result of its third expansion, completed in February.

**Ivey elected to Reading Hall of Fame**

Gay Ivey was elected to the Reading Hall of Fame in November. The Reading Hall of Fame was established in 1973 in an effort to contribute, from the collective experiences of its members, to the improvement of reading instruction.

Ivey, a faculty member with the Department of Curriculum and Instruction, and the university’s Tashia F. Morgridge Professor of Reading Education, has spent the past 25 years trying to better understand students’ motivations for reading — and what happens when their reading is feeding their interests and curiosities.
Kinesiology faculty to lead ‘Human Exercise’ UW 2020 project

A team of researchers with the School of Education’s Department of Kinesiology is receiving funding through a new initiative designed to jump-start innovative interdisciplinary projects across the UW–Madison campus.

Led by principal investigator Gary Diffee, the project is titled, “Human Exercise Research Core Facility to Serve the Broader Campus.” This initiative is one of 14 highly innovative research projects that were chosen in April from 134 submitted proposals for the first round of funding in the new UW2020: WARF Discovery Initiative.

Other co-investigators on the “Human Exercise Research Core Facility” project are: Dorothy Farrar-Edwards, professor and chair, Department of Kinesiology; Dane Cook, professor, Department of Kinesiology; Bill Schrage, professor, Department of Kinesiology; Jill Barnes, assistant professor, Department of Kinesiology; Barbara Bowers, associate dean for research, the Charlotte Jane and Ralph A. Rodefer Chair, and Helen Denne Schulte Professor with the School of Nursing; and Randall Gretebeck, associate clinical professor, School of Nursing.

Physical inactivity is a primary cause of many chronic diseases, with some estimates indicating that lack of physical activity is responsible for over 5 million deaths per year worldwide, says Diffee, the Virginia H. Marsh Professor of Kinesiology. But currently, research involving nutrition, exercise or physical activity is scattered among a number of labs and clinics on the UW–Madison campus. The breadth, depth and impact of this research is limited by the lack of a centralized facility where researchers can conduct exercise-related studies and interact with each other regarding the wide array of variables that are affected by physical activity.

The Human Exercise Research Core Facility will be a comprehensive, multidisciplinary core that facilitates research in this growing area of need.

UW–Madison researchers to examine best ways to alter concussion attitudes and behaviors

A multidisciplinary team of UW–Madison researchers — led by the School of Education’s Andrew Winterstein and School of Human Ecology’s Dee Warmath — received funding from the NCAA and U.S. Department of Defense in February to study the most effective ways to teach athletes and young adults about the importance of reporting when they have suffered a concussion.

The initiative will evaluate the effectiveness of three different interventions with a largely untapped population: the roughly 2,500 young adults who play competitive club sports on the UW–Madison campus.

“This study will provide insight into the incidence of reported and unreported sports-related concussions and the attitudes, knowledge and behaviors for these at-risk young adults,” says Winterstein, a principal investigator with the project who heads the Department of Kinesiology’s athletic training program.

Winterstein this year also received one of the National Athletic Trainers Association’s (NATA) top honors — being named a Most Distinguished Athletic Trainer.

Anna Howery (left), a research specialist in the Bruno Balke Biodynamics Lab led by Department of Kinesiology Assistant Professor Jill Barnes, conducts testing with Lauren Walker (right), who is a senior kinesiology practicum student working in the lab.
LEARNING CONNECTIONS

around the school ...

- What does it mean to be science literate? How do we stack up against other countries? How is science literacy measured? These and other questions are under the microscope of a 12-member National Academy of Sciences (NAS) panel announced in March that includes UW–Madison’s Noah Feinstein. He is a faculty member with the Department of Curriculum and Instruction.

- Mark Connolly, an associate research scientist at the Wisconsin Center for Education Research, was invited in February to serve on a National Academies of Sciences committee charged with developing indicators of quality in undergraduate education in science, technology, engineering and math (STEM). Connolly will join 13 other national experts in education, workforce and industry, and data analytics over the next two-and-a-half years to study the issue.

- Carmen Valdez in February was awarded a mini-grant through the university’s Baldwin Wisconsin Idea Endowment to partner with Glacier Edge Elementary School in Verona and implement Fortalezas Familiares (Family Strengths) beginning in the fall of 2016. This intervention is for Latina women with depression and their families. Valdez is a licensed professional psychologist and an associate professor with the School of Education’s Department of Counseling Psychology.

- A book co-authored by Clifton Conrad was translated into Chinese and re-published by the Peking University Press. The book, originally published in 1993, is titled, “A Silent Success: Master’s Education in the United States.” Conrad is a Vilas Distinguished Achievement Professor and a faculty member in the School of Education’s Department of Educational Leadership and Policy Analysis.

- Fred Newmann and Bruce King are co-authors of a new book titled, “Authentic Intellectual Work: Improving Teaching for Rigorous Learning.” Newmann is a professor emeritus with the Department of Curriculum and Instruction, while King is a faculty associate with the Department of Educational Leadership and Policy Analysis.

- Douglas Rosenberg is the editor of a new book titled, “The Oxford Handbook of Screendance Studies.” Rosenberg is a professor and chair of the School of Education’s Art Department. He also authored a chapter-length introduction for the publication, which offers a full overview of the histories, practices, and critical and theoretical foundations of the rapidly changing landscape of screendance.

- Associate Professor Kate Corby’s short film “Hungars Beach,” was screened in April at this year’s Wisconsin Film Festival. The short combined choreography and images to create an energetic, tense and gorgeous experimental film. Corby is a faculty member with the School of Education’s Dance Department. She is a contemporary choreographer, movement educator and performer.

- Brenda Spychalla is assuming a co-leadership role with EDUCAUSE’s Women in IT Constituent Group. Spychalla is the co-CIO for the School of Education and co-director for its Media, Education Resources & Information Technology (MERIT) office.
Fong Chan received the Distinguished Career Award from the National Council on Rehabilitation Education (NCRE) in April. Chan is the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology with the School of Education’s Department of Rehabilitation Psychology and Special Education.

He has spent more than three decades as a rehabilitation educator, publishing more than 325 papers in refereed journals and more than 50 book chapters, among other publications and reports. He has published nine books, received numerous awards recognizing the quality and importance of his research, and is part of five current projects that are receiving nearly $13.8 million in backing.

- In February Chan was awarded the Dembo-Wright Award for Contributions to Rehabilitation Psychology by the American Psychological Association’s Division 22 (Rehabilitation Psychology).

Gloria Ladson-Billings was awarded the Distinguished Scholar Lifetime Achievement Award at the Literacy Research Association’s annual conference this past December. She delivered a Distinguished Scholar Lifetime Achievement Presentation titled, “#LiterateLivesMatter: Black Reading, Writing, Speaking and Listening in the 21st Century.”

And in April, Ladson-Billings received the Lifetime Achievement Award in Mathematics from the Benjamin Banneker Association. This group is a national non-profit organization dedicated to mathematics education advocacy, establishing a presence for leadership, and professional development to support teachers in leveling the playing field for mathematics learning of the highest quality for African-American students.

Ladson-Billings is the Kellner Family Distinguished Chair in Urban Education and a professor with the departments of Curriculum and Instruction, Educational Policy Studies, and Educational Leadership and Policy Analysis. Her scholarship centers on examining the practices of teachers who are successful with African-American students.

Timothy Tansey received the Researcher of the Year award from the National Council on Rehabilitation Education. He is an assistant professor with the School of Education’s Department of Rehabilitation Psychology and Special Education.

Mindi Thompson was selected to deliver the “Best in Science Address” for the Society of Counseling Psychology at the American Psychological Association’s Annual Convention in Denver, Colorado, Aug. 6. She is an associate professor with the Department of Counseling Psychology.

Linn Posey-Maddox of the Department of Educational Policy Studies was one of 12 UW–Madison faculty members to receive a Distinguished Teaching Award from the university.

Michael Apple received a prestigious Hilldale Award from UW–Madison this spring. Apple is the John Bascom Professor of Curriculum and Instruction, and Educational Policy Studies.

The Wisconsin Academy of Sciences, Arts and Letters on Jan. 29 announced its 2016 Fellows, and several with ties to the School of Education received this honor. Among the 11 Academy Fellows are: Ginny Moore Kruse, emeritus director of the Cooperative Children’s Book Center; Robert Mathieu, director of the Wisconsin Center for Education Research; and Paula Panczenko, the director of the Tandem Press.

Li-Ching Ho, a faculty member with the Department of Curriculum and Instruction, received a Vilas Faculty Early Career Investigator Award from UW–Madison. This award provides flexible research funds in the amount of $100,000 over two academic years.

Dawn Crim, the associate dean for external relations with the School of Education, received an Impact Award from the Urban League of Greater Madison’s Young Professionals group for her commitment to supporting young professionals.
Faculty and staff from across UW–Madison’s School of Education are routinely quoted or featured in newspapers, magazines and other online news sources. These experts are also interviewed on the radio and showcased in television news reports. Over the past 12 months, there have been more than 150 School of Education-related media mentions. Following are a few examples from the Spring 2016 semester ...

Hess explains to Chicago Tribune importance of tackling politics in the classroom

During these politically charged times, should educators be teaching about elections, campaigns and current issues to help students become informed citizens? Or are some of these topics simply too divisive to touch in a classroom setting?

Diana Hess, the dean of the School of Education who has written or co-authored two books about politics in the classroom, shared her perspectives on this topic with the Chicago Tribune on Jan. 31. Hess explained to the Tribune that it’s important to teach about both the political process and the relevant issues facing society — but educators should not teach students what to think about those issues.

“AT A MINIMUM, WE WANT TO MAKE SURE WE UNDERSTAND OTHER PEOPLE’S PERSPECTIVES, BECAUSE IF WE DON’T, WE TEND TO DEMONIZE PEOPLE.”

— Diana Hess, tells the Tribune

Sports Illustrated speaks with Barnes about staying active without a formal workout plan

Jill Barnes was interviewed in February by Sports Illustrated’s in-house scientist, Michael J. Joyner, for a series that examined how to live a healthier life.

The Q&A with Barnes, an assistant professor with the School of Education’s Department of Kinesiology, focused on staying fit without a formal workout plan.

When asked about three tips for being active outside of a traditional gym setup, Barnes told SI.com:

“Do something first thing in the morning. This activity can be as simple as playing with your child, walking the dog, doing a few pushups or yoga poses. If the day gets away from you, at least you have spent a few minutes being active. Second, rethink the time you spend commuting and running errands. Active transportation (any self-propelled mode of human transportation) is a great way to incorporate more movement into your daily routine. Third, we spend a lot of time in ‘transition’ waiting for something to happen (usually on our smartphones). Can you stand while waiting for an appointment or meeting? Can you walk around the airport while waiting for a flight? Can you carry the heavy items while in line at the store? ... Once a day, if you choose to do something differently, the extra activity will add up.”
In other reports ...

- In January, Katherine Cramer appeared on Wisconsin Public Television’s “Here and Now” program to talk about her new book, “The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker.” Cramer is a professor in the Department of Political Science and the faculty director of the Morgridge Center for Public Service, which is administratively housed within the School of Education.

- David Bell spoke with Madison’s local NBC affiliate in March about the dangers of high school athletes specializing in one sport. Bell is an assistant professor with the Department of Kinesiology’s Athletic Training Program and the director of the Wisconsin Injury in Sport Laboratory. In an effort to pull together data on this topic, Bell and colleagues from across the UW–Madison campus produced a groundbreaking study that was recently published in The American Journal of Sports Medicine. It showed that highly specialized athletes were more likely to report a history of overuse knee or hip injuries.

- Leslie Orrantia is highlighted in the January issue of Brava magazine as one of its 2016 “Women to Watch.” Orrantia works in the School of Education as the assistant director of the Wisconsin Collaborative Education Research Network, which builds partnerships statewide to transform education from kindergarten to college graduation.

- In January, Megan Schliesman, a librarian with the Cooperative Children’s Book Center within the School of Education, spoke with the Associated Press about how two recent picture books had been strongly criticized for featuring images and stories of smiling slaves — with the creators saying they had intended to celebrate the slaves, and detractors countering they should have tried harder.

- Julie Underwood is writing a monthly column for Phi Delta Kappan magazine titled, “Under the Law.” Underwood is a professor of law and educational leadership and policy analysis, and the former dean of the School of Education.

- The Huffington Post in February published an article headlined, “Bisexual Invisibility: The LGBT Community’s Dirty Little Secret.” Among the papers the blog post cited in an effort to put this hot-button topic in perspective was one co-authored by UW–Madison alumna Tangela Roberts, Professor Sharon Horne of the University of Massachusetts, Boston, and UW–Madison Professor William Hoyt. Hoyt, who chairs the School of Education’s Department of Counseling Psychology, explained that there has been a flurry of articles on this group lately, including evidence that their experiences of discrimination come from both the gay community and the straight community.
The Morgridge Center for Public Service is celebrating its 20th anniversary in 2016. The center’s prominence has consistently grown over the past two decades, and today most across UW-Madison are familiar with its charge of connecting campus to community in an effort to build partnerships and solve critical issues through service and learning.

To Kathy Cramer, however, such a summary only scratches the surface of what the center is all about. “To me, the Morgridge Center for Public Service represents the essence of what I love about this university,” says Cramer, a Wisconsin native, UW–Madison alumna and current director of the center. “As a kid who grew up here in this state and believes in the concept of the Wisconsin Idea, this center is a thriving demonstration of UW–Madison’s commitment to helping our students prepare for lifelong citizenship in a complex world, and to putting university resources into practice to help achieve the common good.”

The Morgridge Center was founded in 1996 with a generous gift from John and Tashia Morgridge. Tashia is an alumna of the School of Education and a member of the School’s Board of Visitors. Although the center has a campus-wide mission, it is administratively housed within the School of Education. Since its inception, the Morgridge Center has become a national model for university public service and civic engagement.

The Morgridge Center offers transportation options to help students taking service learning classes get to and from their community partner sites. Although these classes are housed in departments across the university, the center will help guide faculty and instructional staff through the process of starting a service learning class.

“Service learning courses are similar to others a student takes on campus for credit — except there is also a volunteer or community engagement component. As part of the class requirement, service learning courses include at least 25 hours of service throughout a semester,” Cramer, who has led the center since June 2014, says there are typically about 50 service learning classes that meet the official requirements each semester, with some 3,000 students taking these courses during an academic year. She estimates there are an additional 50 classes across campus each semester that incorporate some service learning or outreach activities, but that do not officially qualify as service learning courses in the university’s course guide.

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Undergraduate UW–Madison students with the Morgridge Center for Public Service’s Badger Volunteers program scatter native prairie plant seeds as part of a prairie-restoration project at the grounds of Holy Wisdom Monastery, a nonprofit organization in Middleton.
SPECIAL EVENTS
The Morgridge Center also organizes a range of events over the course of an academic year. Twice per year, for example, the center hosts Public Service Fairs that help students connect with local, state and national non-profits to find volunteer opportunities, jobs and internships that match students’ interests, majors and career goals.

In February, the Morgridge Center kicked off its 20th anniversary with a Campus and Community Summit that brought UW–Madison educators, students, national experts and community leaders together for a day of honest discussion, interactive networking and collaborative learning around campus-community engagement.

And in late April, the Morgridge Center played a leading role in the first All Campus Day of Service, which is now scheduled to be an annual event. For one day, students across UW–Madison were exposed to service — broadly defined to include direct volunteering projects, community involvement, community discourse and discussion, social entrepreneurship, philanthropy and political involvement.

BADGER VOLUNTEERS
This program pairs teams of UW–Madison students with community organizations (schools, nonprofits, municipalities) to volunteer one to four hours each week at the same place over the course of a semester. The program is designed to foster meaningful and consistent connections between community partners and students. The Morgridge Center provides logistical support, transportation, training and education sessions for student volunteers in the program.

During the Spring 2016 semester, there were about 800 Badger Volunteers who went into the community every week to help 78 partner sites.

“We expect people who graduate from here to go on and be leaders and contributing members of society in terms of making sure democracy works,” says Cramer, a political science professor who has taught a service learning course with assistance from the Morgridge Center, “Citizenship, Democracy and Difference,” since 2001. “The Morgridge Center for Public Service is dedicated to the important work of helping students, faculty and staff engage in meaningful service to the public in a variety of forms.”

“To me, the Morgridge Center for Public Service represents the essence of what I love about this university. As a kid who grew up here in this state and believes in the concept of the Wisconsin Idea, this center is a thriving demonstration of UW–Madison’s commitment to helping our students prepare for lifelong citizenship in a complex world, and to putting university resources into practice to help achieve the common good.”

— Kathy Cramer
Network Fellows the ‘embodiment of the Wisconsin Idea’

Even as it has entrenched itself as a valued and respected campus unit over the past two decades, Cramer stresses that the Morgridge Center isn’t home to all civic engagement and outreach at the university.

“One of the great things about UW–Madison is that just about every entity has some kind of civic-engagement component,” says Cramer. “That’s the nature of being home to the Wisconsin Idea, this principle that education should influence people’s lives beyond the boundaries of the classroom. It’s valued everywhere on this campus.”

One example Cramer noted for its excellence in outreach and embodiment of the Wisconsin Idea is the Network Fellows program. It is administered by the Wisconsin Collaborative Education Research Network (the Network), which is jointly funded by the School of Education, Wisconsin Center for Education Research (WCER) and Wisconsin Department of Public Instruction (DPI). Richard Halverson and Jack Jorgensen co-direct the Network.

The Network Fellows program pairs UW–Madison graduate students — ranging from master’s and law students, to doctoral candidates defending their dissertations — with a range of partners across Wisconsin. Students apply what they’ve learned in the classroom in high-impact, real-world settings. In exchange for 60 hours of service, they are paid a WCER-funded stipend of $1,000 to be used for professional development. Organizations that host Network Fellows not only acquire the skills of talented students, but also gain access to the knowledge and resources generated by UW–Madison across the areas of research, policy and practice.

“Our graduate students have demonstrated the ability to build vibrant collaborations with key stakeholders all across the state,” says Laura Dunek, who co-directs the Network Fellows program.

“IT WAS AN INCREDIBLE EXPERIENCE WORKING BEHIND THE SCENES IN A LEGISLATIVE OFFICE, LEARNING WHAT A SENATOR DOES AND HOW A BILL IS DRAFTED.” — Katrina Tijerina

The program was piloted during the 2014-15 academic year with 13 fellows working at four sites. During the 2015-16 school year, the program’s popularity soared with 92 fellow placements at 40 sites. Students worked with the Wisconsin Department of Public Instruction, state legislators, Cooperative Educational Service Agencies (CESAs), and numerous professional and non-profit organizations.

“The Department of Public Instruction benefited greatly from the work of the five Network Fellows we hosted,” says Wisconsin State Superintendent Tony Evers. “The program allowed the department and its partners to make a positive impact on our PK-12 system in a way that embodies the Wisconsin Idea.”

Similarly, Rep. Dean Knudson, a Hudson Republican, explains: “Working with Network Fellows brought great perspectives to my office. As the parent of two UW–Madison graduates, and with UW–River Falls in my district, I know that the UW System is invaluable to the future of our state. Having students gain public policy experience by working in the Legislature only adds to Wisconsin’s already engaged population. Any legislator would gain from working with Network Fellows.”

“AS THE PARENT OF TWO UW–MADISON GRADUATES, AND WITH UW–RIVER FALLS IN MY DISTRICT, I KNOW THAT THE UW SYSTEM IS INVALUABLE TO THE FUTURE OF OUR STATE. HAVING STUDENTS GAIN PUBLIC POLICY EXPERIENCE BY WORKING IN THE LEGISLATURE ONLY ADDS TO WISCONSIN’S ALREADY ENGAGED POPULATION. ANY LEGISLATOR WOULD GAIN FROM WORKING WITH NETWORK FELLOWS.” — Rep. Dean Knudson
Katrina Tijerina, a master’s student studying with the School’s Global Higher Education program, worked with state Sen. Nikiya Harris Dodd, a Democrat from Milwaukee, conducting research and helping to draft legislation on early childhood education programs.

“It was an incredible experience working behind the scenes in a legislative office, learning what a senator does and how a bill is drafted,” says Tijerina. “It was a remarkable opportunity to network off of campus, to be enriched outside the classroom, and to serve and be civically engaged.”

Network Fellow Drew Curtis, a master’s student at UW–Madison’s La Follette School of Public Affairs, served CESA-4, and the Sparta and Onalaska School Districts. Curtis helped to implement and evaluate the REACCT program, which develops critical thinking and writing skills in high school students.

“As a Network Fellow, it’s important not to come into a situation thinking you have all the answers,” says Curtis. “We are a resource for our clients and are there to figure out how to provide support and make an educational program even better. When you see the difference your work makes and how your partners benefit, that’s incredibly powerful and uplifting.”

Thanks to Curtis’ program evaluation, school leaders collected data that provided them with clear evidence of substantial student development, which led to significant expansion of the REACCT program for the 2016-17 school year.

“It has been a very useful and positive relationship, fostered by Laura Dunek at the School of Education,” says CESA-4 Program Director Laura Veglahn. “We feel this program is the embodiment of the Wisconsin Idea, and a terrific way for programs like ours to benefit from the great resources at the School of Education.”

“I THINK PEOPLE ARE LOOKING FOR NEW WAYS TO CREATE MEANINGFUL COMMUNITIES, ESPECIALLY SINCE MUCH OF OUR CONNECTION WITH OTHERS HAS GONE ONLINE,” SAYS SIMPSON. “I BELIEVE THERE IS STILL A DESIRE TO EXCHANGE IDEAS AND STORIES IN PERSON, MEET PEOPLE UNLIKE OURSELVES, LEARN AND EXPRESS OURSELVES CREATIVELY, AND ENGAGE WITH OUR REAL PHYSICAL SURROUNDINGS. ART CAN PLAY A MAJOR ROLE IN MAKING THESE THINGS HAPPEN, AND NOT JUST IN THE USUAL ART-GALLERY SETTINGS. COMMUNITY–BASED ART HELPS RESTORE THE SOCIAL FABRIC BY CREATING REAL CONNECTIONS BETWEEN PEOPLE, BY SURPRISING AND DELIGHTING US, AND BY TAKING US OFF THE ‘AUTOMATIC PILOT’ WE OFTEN USE TO GO ABOUT OUR DAY.”

Innovative outreach efforts from the School of Education

The range of outreach options available to students across campus — many of which are linked to the Morgridge Center — is significant. And students, faculty and staff from the School of Education are leading some of the most interesting and innovative work.

During the 2016–17 academic year, for example, Assistant Professor Travis Wright will be teaching a service learning course titled, “Curriculum and Instruction 675: BASES Project.”

BASES is an acronym for Building Academic, Social, and Emotional Support for children experiencing homelessness. This class pairs UW–Madison students with a child (4K to second grade) experiencing homelessness who is in the Madison schools or Head Start Program. Over the course of the 2016-17 school year, the UW–Madison student spends at least 40 total hours with the child with whom they’ve been partnered. In the classroom, the UW–Madison students gain knowledge and skills to help provide academic, social and emotional support to the young students. This project is part of a research grant designed to increase school-based and other educational supports for children experiencing homelessness in Madison, and to build the capacity of schools, teachers and families to better meet the needs of students.

Another interesting service learning class is led by Gail Simpson, an associate professor with the School of Education’s Art Department. “Service Learning in Art” is a two-credit course that pairs students with an art or social service organization to work on art-related activities, in the context of a seminar class about community-based art practice. Simpson explains that the topics cover everything from murals, memorials and environmental art, to social practice and community development.

Simpson says that traditional ideas about university education seem to be changing — in response to the economy, to technology, and to changes in the way people work and interact. And this class presents new ways that artists are rising to the challenge of engaging with their community.

“WHEN YOU SEE THE DIFFERENCE YOUR WORK MAKES AND HOW YOUR PARTNERS BENEFIT, THAT’S INCREDIBLY POWERFUL AND UPLIFTING.” — DREW CURTIS
In the fall, the School of Education’s Julie Underwood will be leading a course for students who have served, or who are serving, as education-related Badger Volunteers through the Morgridge Center. The class, Education and Democracy, will explore the role of public education in the United States. Underwood is a professor of law and educational leadership and policy analysis at UW-Madison, and is the former dean of the School of Education.

“A big benefit of service-learning work is having the opportunity to reflect on it and think carefully about, ‘What am I contributing?’ and ‘Why is this important?’ ” says Cramer.

Meanwhile, Annalee Good, a researcher at WCER, co-directs the Wisconsin Evaluation Collaborative and developed an evaluation clinic that matches graduate students with real projects in Dane County. These initiatives simultaneously train the graduate students while also providing affordable evaluation services to youth-based organizations.

This past spring, graduate students from the School of Education worked with eight local high school students on an evaluation of a new program at the local Goodman Community Center.

Larry D. Brown, Jr., a first-year doctoral student with the Department of Educational Policy Studies, was part of this team. Brown grew up in Los Angeles and before arriving on campus this past fall had spent several years working in the Office of Community and Education Partnerships in Los Angeles County, and in court services in Harris County (Houston) Texas.

“Building real connections between education and the community is of the utmost importance to me,” says Brown. “So often with marginalized individuals and communities, researchers come in and get information about their population of focus so they can work on their scholarship. But often it’s exploitation because the community doesn’t get anything back.”

Adds Brown: “I think a lot of universities talk about their commitment to the community. But the philosophy behind the Wisconsin Idea is unique to UW and their commitment and connection to the community, from what I’ve witnessed, seems genuine. My adviser, Dr. Bianca Baldridge’s research and connection to community-based education spaces is one of the main reasons I came here.” (To learn about Baldridge’s work, See Page 16.)

The Morgridge Center for Public Service will be celebrating its 20th anniversary all year long, honoring its past two decades while igniting a spark for the years ahead.

“On this campus we value supporting students, staff and faculty to work with community members to develop solutions to important problems,” says Hess. “The Morgridge Center plays a key role in this mission. Over the past 20 years the programs developed and supported by the Morgridge Center have contributed immensely to making communities in Wisconsin and across the nation better places to live. On this important anniversary, it is important to congratulate and thank the center for doing such a fine job.”
Twelve American Indian nations call Wisconsin home. Each has its own customs, its own identity, its own story.

A website launched this past fall, WisconsinAct31.org, is helping educators throughout the state tell those stories to students from kindergarten through high school. Wisconsin Act 31 is the term for the five state statutes passed that require schools to teach American Indian Studies throughout a student’s career and maintain instructional materials that appropriately reflect diverse cultures.

The site aims to help administrators and teachers have an online home for materials that will start classroom conversations through questions such as: How long have humans lived here? On whose ancestral lands do you live? Who are your contemporary tribal neighbors today?

A statewide survey launched in 2014 and answered by more than 1,700 teachers found that two-thirds of the respondents indicated a need for support in identifying appropriate resources for teaching and learning about the American Indian nations and tribal communities of Wisconsin.

“People have very little knowledge about who native people are today. We don’t understand the history, the complexity of the diversity within Indian nations,” says Aaron Bird Bear, the American Indian Curriculum Services coordinator supporting the School of Education’s integration of American Indian Studies content into teacher education programs.

Bird Bear (Mandan, Hidatsa, & Dine nations) received his master’s degree in educational leadership and policy analysis from UW–Madison and previously coordinated American Indian Student Academic Services, a unit supporting Native American students at UW–Madison.

State legislators in 1989 passed five educational statutes in the biennial budget bill, Act 31, in an effort to infuse American Indian Studies into public education. Since that time, Wisconsin has required instruction in the history, culture and tribal sovereignty of the federally recognized tribes and bands in the state at both K-12 schools and in teacher education programs. Since July 1991, anyone seeking a license to serve as a professional educator in the state must receive instruction in these areas.

Although legislators passed Act 31 more than a quarter century ago, it has been largely unfunded and hasn’t been widely implemented. UW–Madison curriculum and instruction Professor Simone Schweber and Bird Bear secured backing from UW–Madison’s Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment to design and produce the website, which is a collaboration between eight partners: including the School of Education, Wisconsin Public Television, UW System, Wisconsin Department of Public Instruction, the University of Wisconsin–Green Bay, Wisconsin Media Lab, Wisconsin Historical Society and Wisconsin Indian Education Association.

The new website provides resources on each of the tribal nations as well as suggested lesson plans. The idea is to efficiently help educators focus their instruction on their contemporarily tribal neighbors and help educators confidently identify materials and resources illuminating the cultures, languages, histories and governmental structures of the 11 American Indian nations and one non-federally recognized nor state-recognized nation of Wisconsin.

“Act 31 is an invitation to get to know the deep human story of the western Great Lakes. It helps us understand our neighbors. It helps us understand our own shared history.”

— Aaron Bird Bear

THE SCHOOL OF EDUCATION IS PLAYING A LEADING ROLE IN THE WISCONSINACT31.ORG COALITION, WHICH ALSO INCLUDES:
We’re No. 1

#1 Curriculum/Instruction (again!)
#1 Educational Psychology (again!)
#1 Printmaking
#2 Administration/Supervision
#3 Education Policy
#3 Secondary Education
#4 Elementary Education
#6 Counseling/Personnel Services
#9 Special Education
#14 Occupational Therapy
#15 Fine Arts

ACCORDING TO U.S. NEWS AND WORLDS REPORT’S ANNUAL GRADUATE SCHOOL RANKINGS ... 

UW–Madison’s School of Education is rated NO. 1 among public institutions for a THIRD STRAIGHT YEAR, and 4TH overall.

In addition to its overall rank, UW–Madison’s School of Education continues to house several of the most highly regarded specialty programs in the nation according to U.S. News.

BURNS IS SCHOOL OF EDUCATION’S NEW DIRECTOR OF DEVELOPMENT

The UW–Madison School of Education in January welcomed Betsy Burns as its new director of development.

Burns works closely with Dean Diana Hess in shaping the School’s strategic development plans and on aligning its fundraising efforts with the university’s All Ways Forward comprehensive campaign.

Burns also works closely with the School’s External Relations Office and as the School’s lead contact with the University of Wisconsin Foundation.

Burns is a Madison native who has a wealth of experience in higher education fundraising. She most recently served for more than four years as a director of development for UW–Madison’s College of Engineering. Burns has also worked on behalf of the University of Minnesota, and with Children’s Hospitals and Clinics of Minnesota.

She has spent part of the spring semester building the School of Education’s development team and in May hired Josh Woolfolk as the School’s new associate director of development.

To reach Burns, email her at: betsy.burns@supportuw.org or call 608-712-9376.
Some people choose education early, others find it later on, and a few people even learn of their passions by chance. My journey contained elements of all three.

The UW–Madison School of Education supported me with forward-thinking guidance and diverse opportunities as I found my feet as a practitioner and honed my counseling philosophy. As my career evolves, the School remains the most valuable resource in my professional and personal growth, so giving back is an easy choice.

Eric Flanagan | BS ’09, MS ’10
Rehabilitation Psychology

I give to the UW-Madison School of Education to provide current students with similar financial support that I received as a doctoral student. I could not have completed my degree without the generous support from our alumni. I now want to give back to make the School as affordable as possible for our outstanding students.

Anand Marri | Ph.D. ’03
Curriculum & Instruction

I WANT CURRENT STUDENTS TO RECEIVE THE SAME SUPPORT I DID

Kathleen Woit | MS ’73 & ’81, Ph.D. ’92
Educational Leadership & Policy Analysis, Curriculum & Instruction

IN INVOLVEMENT MAKES MY HEART GROW FONDER

It is an unexpected delight that I find myself in a position to include an unrestricted scholarship for students entering the UW-Madison School of Education in my estate plan. My three graduate degrees in Curriculum & Instruction and Educational Leadership were springboards into a fascinating and impactful career in elementary education, higher education administration and non-profit leadership. My ties to and love for our university continue to be strengthened as my involvement in the School grows.

Involve Make My Heart Grow Fonder

Eric Flanagan | BS ’09, MS ’10
Rehabilitation Psychology

Some people choose education early, others find it later on, and a few people even learn of their passions by chance. My journey contained elements of all three.

The UW–Madison School of Education supported me with forward-thinking guidance and diverse opportunities as I found my feet as a practitioner and honed my counseling philosophy. As my career evolves, the School remains the most valuable resource in my professional and personal growth, so giving back is an easy choice.

Marlene Hartzman | BS ’70
English & Oral Communication

GIVING FEELS GOOD

My reason for giving is selfish — it makes me feel good! The knowledge and skills that I acquired as a UW–Madison School of Education student in the ’60s opened doors and laid the foundation for a full and varied career. My greatest pleasure is helping others have that same experience.

UW–MADISON GAVE ME THE TOOLS I NEEDED TO LIVE MY DREAM

We are Boundless Together
Bianca Baldridge’s commitment to highlighting the important work of educators and young people within out-of-school educational spaces is receiving a significant boost.

Baldridge, an assistant professor with UW–Madison’s Department of Educational Policy Studies, is the recipient of a prestigious National Academy of Education/Spencer Postdoctoral Fellowship. The award, which was announced April 29, will allow Baldridge to undertake a research project during the 2016-17 academic year titled “Exploring Race and Educational Opportunity within Community-based Educational Spaces.”

“I’m honored to receive this amazing fellowship,” says Baldridge. “It’s important that research about community-based educational spaces be included in broader education policy discourse — especially in this current moment of education privatization.”

Baldridge notes that given the #BlackLivesMatter movement, racial discourse has been elevated across the nation. While schools are routinely included in discourse about race and educational opportunity, racial disparities often permeate school settings. Meanwhile, community-based educational spaces — such as afterschool programs and community-based youth organizations — are overlooked in the ways they both resist and reproduce racial discourse and inequity.

Baldridge’s research project will more closely examine the processes community-based educational spaces cultivate to assist black youth in making meaning of racial disparities and educational opportunity. This study will take place in Madison, which is often lauded as a top city to live and raise a family — but which is home to profound racial disparity and inequitable outcomes for black youth.

“Understanding a context like Madison is important because discourse about racial inequities often focuses on intrapersonal inter-racial interactions and not systemic racial and economic structures that limit opportunities,” says Baldridge.

Baldridge explains that her qualitative study, which will employ a critical ethnographic approach and consist of multiple data sources, will explore the following questions:

- What historical and contemporary racial discourses surround black youth and educational opportunity?
- How do youth workers and community-based educators make sense of racial disparity discourse and educational opportunity in contexts where overt liberal progressiveness is expressed and deep pockets of racial inequities flourish? How do black youth make sense of racial narratives in such contexts?
- And in light of racial and economic disparities disproportionately affecting black residents of Dane County, what has been the response by community-based educational spaces engaging black youth? How do black youth make meaning of these responses?

The fellowship Baldridge received is administered by the National Academy of Education, an honorary educational society, and is funded by a grant to the academy from the Spencer Foundation. Now in its 30th year, the fellowship program has nearly 800 alumni who include many of the strongest education researchers in the field today.

“The NAE/Spencer Postdoctoral Fellowships are intensely competitive and recognize the very best up-and-coming education scholars in the nation — the ‘rising stars’ in our field,” says Professor Adam Nelson, chair of the Department of Educational Policy Studies. “Bianca’s exciting work on the dynamics of race in after-school programs and community-based youth organizations certainly places her in this distinguished group. Her research will shed light on the many ways in which out-of-school spaces devoted to youth development can help to address the deepening racial disparities in Dane County and beyond.”
Political advertising is expected to reach record levels in 2016 as efforts to sway public opinion via a range of media ramps up heading into the November elections.

But state and national education standards in the United States do little to promote media education within civics. As a result, many young people are not able to critically examine the deluge of media messages.

Educators and researchers at UW–Madison’s School of Education have partnered with Jeremy Stoddard, an alumnus of UW–Madison now on the faculty at the College of William & Mary’s School of Education, to address this issue. The team has built a virtual internship called “Purple State” that places high school students in the role of interns at a fictitious political media-consulting firm called PurpleState Solutions.

In “Purple State,” students work on a media campaign for a special interest group that is for or against a fictitious state-level ban on hydraulic fracturing, also known as fracking. Within the simulation, students conduct research and deliberate the most compelling arguments for their campaigns and identify the most effective channels for reaching target audiences.

“In media education, one of the theories is if you have students making decisions and going through the steps of producing political media messages that they should be more aware of messages when they are being targeted,” says Stoddard. “I’m excited about the potential of epistemic frames to boost civics education.”

The project builds on more than two decades of research by David Williamson Shaffer, the Vilas Distinguished Achievement Professor of Learning Science at UW–Madison. The students and staff in Shaffer’s Epistemic Games Group in the Wisconsin Center for Education Research have been developing and studying virtual internships: role-playing games that teach students to solve complex problems by thinking like real-world professionals.

“Our research shows that virtual internships help students learn to deal with the kind of messy problems that matter in the real world,” says Shaffer, who is chair of the learning sciences program in the nation’s No. 1-ranked Department of Educational Psychology. “They learn to deal with real issues that don’t have standardized answers like you find on most school tests. These computer-based learning experiences let students learn academic content, but also learn what it is like to work on issues that matter outside of school.”

Past virtual internships developed by Shaffer and his team have students working as engineers designing dialysis membranes, urban planners who must rezone a city, and science journalists who report on the impact of new discoveries on local communities.

Most recently, with support from the National Science Foundation, Shaffer’s team has created a virtual internship authoring (VIA) tool that lets teachers and curriculum developers adapt internship content to fit their own curriculum, or even make their own virtual internships.

Stoddard, who earned his master’s (2001) and Ph.D. (2006) from UW–Madison’s Department of Curriculum and Instruction, was a student of Diana Hess, the School of Education’s current dean. Stoddard also worked with Shaffer on a minor in educational psychology, and the two recently reconnected to develop “Purple State” using VIA.

“Purple State is a great example of how educators can use VIA to create their own virtual internships that help students develop complex thinking skills by working on real-world problems,” says UW–Madison’s Zach Swiecki, an educational psychology doctoral student who worked on this project with the Epistemic Games Group.

With the support of Spencer Foundation funding, Stoddard piloted “Purple State” with high school seniors this past spring. He plans to expand this project to at least 100 students this fall.

“OUR RESEARCH SHOWS THAT VIRTUAL INTERNSHIPS HELP STUDENTS LEARN TO DEAL WITH THE KIND OF MESSY PROBLEMS THAT MATTER IN THE REAL WORLD. THEY LEARN TO DEAL WITH REAL ISSUES THAT DON’T HAVE STANDARDIZED ANSWERS LIKE YOU FIND ON MOST SCHOOL TESTS.”

— David Williamson Shaffer
LEARNING CONNECTIONS

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS

Hillman finds market-driven policies often fall short in higher education reform efforts

Ask Nicholas Hillman about his research interests, and he explains how much of his work is centered around the topic of educational equity and looking at ways to give more people a fair shot at both accessing, and succeeding in, college.

Hillman inspects these issues through a financial lens, examining how states distribute their funds, including where they decide to locate colleges and universities. On the federal side, he also studies the funding of higher education, mainly as it relates to student loan and grant programs.

As college costs increase and funding for public higher education wanes, these topics are viewed as increasingly important to policymakers, media outlets and the general public.

Hillman, however, points out these issues are far from new.

“I’m reading books from the 1920s and 1930s in which they’re debating the three bins of research I’ve been focusing on,” says Hillman, an associate professor with the Department of Educational Leadership and Policy Analysis. “State appropriations, the role of the federal government and geography in terms of where colleges and universities are located. These are fundamental questions.”

Over time, a theme regarding public higher education has taken hold: Its financial model is “broken.” Policymakers today are increasingly getting behind the idea that market forces will correct what’s ailing higher education. But Hillman argues market forces rarely fix problems in higher education — and often make matters worse.

One higher education policy shift sweeping the nation is called performance-based funding. This model rewards or penalizes colleges based in part on the numbers of students they graduate or retain from year to year. About two-thirds of states now distribute at least a portion of their higher education funding based on those and other achievement measures.


Another paper co-authored by Hillman, this one published in February 2016, put the spotlight on the importance of geography for college opportunity — putting into question a proliferation of consumer information meant to help prospective students choose a college. Some of these tools work as though a student is shopping for a big-ticket purchase, and that they’re able to move anywhere in the country to pursue an education.

Hillman’s American Council on Education-commissioned report, which also received significant attention, is titled, “Education Deserts: The Continued Significance of ‘Place’ in the Twenty-First Century.”

“Geography will continue to be important for post-traditional college students who will struggle to balance work, family and school responsibilities,” says Hillman, who views challenging conventional wisdom as one of his main tasks as an academic. “We need an honest, evidence-based conversation about the so-called choices available to our nation’s students, especially those who live in areas not flush with educational opportunity.”

Moving forward, Hillman says he’d like to think about issues such as equity funding and higher education resource allocations in a more culturally relevant way.

“It would be interesting to look at how historically black colleges and universities (HCBUs) differ from predominantly white institutions (PWIs) in some of these areas,” says Hillman.

He adds: “As scholars, we can poke holes and find problems in society all day long. And that’s important to do and a necessary part of our work. It would also be nice to start offering and examining solutions to some of these difficult questions in some of these spaces as well.”

“We need an honest, evidence-based conversation about the so-called choices available to our nation’s students, especially those who live in areas not flush with educational opportunity.” — Nicholas Hillman
COUNSELING PSYCHOLOGY

Unique partnership between training clinic, First Wave brings culturally relevant counseling services to students

UW—Madison’s Department of Counseling Psychology is increasingly being recognized as a campus leader for its commitment to integrating multiculturalism and diversity into a range of teaching, research and service initiatives.

“The partnership we have with First Wave students is one example of where the rubber meets the road,” says Stephanie Graham, a clinical associate professor who directs the Counseling Psychology Training Clinic.

The clinic seeks to offer high quality, cost efficient and multi-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’s staffed by licensed faculty members who supervise counseling psychology doctoral and master’s students.

The clinic has collaborated with the university’s First Wave Learning Community since the Fall 2014 semester to offer counseling services to its students. Administered by the Office of Multicultural Arts Initiatives, First Wave is the first university program in the country centered on urban arts, spoken word and hip-hop culture. The program aims to interweave academics, performance art and activism for its scholars.

“THERE IS NO OTHER PARTNERSHIP THAT EXISTS BETWEEN A PIPELINE DIVERSITY PROGRAM AND A COUNSELING CENTER THAT WE KNOW OF IN THE NATION.” — Willie Ney

“There is no other partnership that exists between a pipeline diversity program and a counseling center that we know of in the nation,” says Willie Ney, the executive director of the Office of Multicultural Arts Initiatives and the First Wave program. “This notion or stigma around the idea that young people of color do not want to go to therapy is not true. If it’s culturally relevant, students will go. It is an absolutely fantastic collaboration.”

Since this partnership began, Counseling Psychology doctoral student Nick Frost has worked directly with the First Wave students. At any given time, there are 60 to 70 First Wave students on campus, and Frost has provided psychological and mental health services to about half of them, including some who have met with Frost more than 50 times.

“For this unique group of students, a big part of what they do is advocacy and activism around issues of race and oppression,” says Frost, who will be working at the University of Southern California’s Counseling Center during the 2016-17 academic year as part of his American Psychological Association-accredited internship. “It can be difficult to find a healthy balance for expressing these raw emotions and in finding the ability to go to class and regulate how they are feeling.”

Ney notes that since Frost started working with First Wave in the fall of 2014, the program has retained 100 percent of its students in its two most recent cohorts.

“This is pretty remarkable when you consider the student population we serve,” says Ney.

The partnership between the training center and First Wave, Graham and Frost both stress, is becoming increasingly essential. UW-Madison, like other institutions across the country, was forced to confront a series of high-profile, racially and ethnically charged incidents of hate and bias this past spring.

“As my supervisor, Stephanie encourages me to think about how, if a student identifies as an ethnic minority or a first-generation college student, those identities can interact with some of the mental health problems students are having,” says Frost, who identifies as African-American. “And my job is to find a way to translate that interaction into something therapeutic for the student, while also acknowledging the realities of systemic racism, and minority students’ unique struggles, particularly at a PWI (predominantly white institution).”

Adds Frost, who is on track to earn his Ph.D. in May 2017: “These topics are often on the fringes of how counselors offer therapy. But here, we’re trying to bring that multiculturally competent aspect of psychological and mental health services to the center of our therapy.”
Students teach dance to children in Panama

Molly Hodgson started a chapter of the Movement Exchange on the UW–Madison campus during the 2015-16 academic year.

Hodgson, a senior studying with the School of Education’s Dance Department, explains how this student organization is designed to foster civic engagement, cross-cultural understanding and creative expression through service and dance. The Movement Exchange, which has chapters on 21 campuses across the nation, coordinates dance exchanges in Panama and India, with the goal of using dance as a vehicle for social change.

Hodgson says members of the UW–Madison chapter met up to twice per month, with 10 to 15 students attending most meetings.

From Jan. 5 to 12 of this year, Hodgson and eight other UW–Madison students traveled to Panama, where they spent five days in the small village of Chepo teaching dance at a public school to several cohorts of local children. Kate Corby, an associate professor with the Dance Department, helped make the trip possible by securing a grant from the School of Education’s Virginia Home Henry Fund for Women’s Physical Education.

“With dance, we were able to connect and communicate across our cultures,” says Hodgson. “It didn’t feel like I was in a different place when I was teaching and dancing — and yet they’re speaking a completely different language.”

On the group’s last day in Chepo, the children put on a performance for the community.

“This was a big day for the community and to see everyone come together in that moment was very inspirational,” says Hodgson.

The work conducted in Panama is similar to the Performing Ourselves dance outreach project that’s co-directed by Corby and Mariah LeFeber. Hodgson and the fellow students who joined her in Panama also work with the Performing Ourselves program, which employs undergraduate dance students to teach dance and wellness curriculum to girls in Madison-area community centers.

“Dance can empower people and allows them to embrace who they are as individuals,” says Hodgson.

UW–Madison dance students making the trip to Panama were: Tiffany Merritt-Brown, Lyndsay Lewis, Julia Lindberg, Kimberly McKissic, Nicolette Meunier, Conley Pitzl, Sarah Schawb and Brigid Transon.

Athletic training students visit with legislators at State Capitol

Athletic training students from UW–Madison visited the Wisconsin State Capitol in March in honor of National Athletic Training Month.

Twenty students from the Athletic Training (AT) Program’s Kinesiology 400 class (Organization and Administration of Athletic Training Programs) visited with the offices of their state senators and representatives.

The goal of these visits was to share information with the legislators about the good work being done by athletic trainers around the state in the interest of prevention, emergency care, recognition, treatment and rehabilitation of injuries related to sport and physical activity.

“Meeting the legislators representing my hometown and being able to talk to them about athletic training was a very rewarding experience,” says Emily Campbell, a junior AT student from Sun Prairie, Wisconsin. “It really showed me that what we are doing at the university matters and can help impact people all over the state.”

The Athletic Training Program is housed within the School of Education’s Department of Kinesiology.

Students with UW-Madison’s Athletic Training Program pose for a photo in the Wisconsin State Capitol after meeting with legislators in March.
Two from School net research abroad awards

The U.S. Department of Education awarded grants totaling nearly $225,000 to eight doctoral students at UW–Madison in December through the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) program. UW–Madison’s total is the highest among all institutions, and two of these scholars are studying with the School of Education (listed here with field, destination country, language, research topic, and grant amount):

**ALEXANDRA ALLWEISS**


**TERESA SPECIALE**

Educational policy studies, Senegal, Wolof/French, “A View from the Middle — Language Education and the ‘Middle Class’ in Dakar, Senegal,” $46,236.

The goal of these grants is to deepen knowledge of areas of the world not generally included in U.S. educational programs and to build a cadre of students, educators and other professionals with deep global expertise.

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**STUDENT HONORS & AWARDS AROUND THE SCHOOL**

- **Tiffany Merritt-Brown** in April was awarded $10,465 from the Virginia Horne Henry Fund for Women’s Physical Education to perform her original choreography, “INFLUX,” internationally. Merritt-Brown graduated in May with a Bachelor of Fine Arts degree from the School of Education’s Dance Department. Merritt-Brown and her cast of nine dancers will attend the World Dance Alliance-Americas Conference in Cholula, Puebla, Mexico, Aug. 7-12.

- **Laura Minero** has been selected as an awardee in the Ford Foundation’s 2016 Predoctoral Fellowship Competition. This award provides financial support for three years and the opportunity to participate in the Conference of Ford Fellows. Minero, a doctoral candidate with the Department of Counseling Psychology, plans to use this funding to study the role and influence of U.S. detention centers on undocumented transgender individuals’ mental health and wellness.

- **Claire Berezowitz** earlier this year received the 2016 K. Patricia Cross Future Leaders Award, which recognizes graduate students who emphasize teaching and show promise as future leaders of higher education. Berezowitz is a doctoral candidate with the Department of Educational Psychology, where she previously earned her master’s degree.

- **Christina Cappy** was awarded the 2015 Society for the Anthropology of Religion’s Student Paper Prize at the American Anthropological Association’s Annual meeting in December. Cappy is pursuing a joint Ph.D. degree in educational policy studies and anthropology. The paper that was recognized is titled, “Righteous Paths: Enacting Morality in South African Morning Assemblies.” This prize supports theoretically significant, ethnographically rich and publicly oriented work by early career scholars.

- **Walter P. Parrish III** began serving as a graduate research associate at the American Council on Education, Center for Policy Research and Strategy, in May. He is working on projects that relate to post-traditional learners, minority-serving institutions, affirmative action and institutional capacity. Parrish is a doctoral student with the Department of Educational Leadership and Policy Analysis, and is a research associate with Wisconsin’s Equity & Inclusion Laboratory (Wei LAB).

- **Jimmy Dewhurst** in March was named one of three International Ambassadors by the United States Institute for Theatre Technology. Dewhurst is an undergraduate student with the School of Education’s Department of Theatre and Drama.

- **Valerie Crespin-Trujillo** in March was selected to participate in a summer education policy academy sponsored by the American Enterprise Institute. Crespin-Trujillo is a second-year Ph.D. candidate with the Department of Educational Leadership and Policy Analysis. The highly selective Education Policy Academy runs Aug. 2 to 6 in Washington, D.C.

- **Shufang Sun** in April was awarded a 2016 Global Health Institute Grant. Sun is currently a doctoral student with the Department of Counseling Psychology. The grant will fund $5,000 toward her project of collecting data in China focusing on men who have sex with men, and specifically issues related to HIV and sexually transmissible infections. The grant is awarded by UW–Madison’s Global Health Institute.

- **Jay Katelansky** is the winner of the 2016 Chazen Museum Prize for an Outstanding Master of Fine Arts student. Katelansky is a third-year MFA student in the School of Education’s Art Department. She is from Piscataway, N.J., and received her BFA from Moore College of Art and Design in Philadelphia.
Decorated with flesh and blood of Flesh and Blood 12

Faculty, staff and students from UW-Madison again played leading roles at this year’s American Educational Research Association (AERA) Annual Meeting April 8–12 in Washington, D.C. Faculty, staff and students from UW-Madison and across the UW System presented or participated in a diverse range of more than 200 events. In addition, nearly 300 people attended the School’s annual AERA reception for alumni, faculty, staff and students at Hamilton’s Bar & Grill.

Among those being recognized at this year’s AERA Annual Meeting included:

**OUTSTANDING BOOK AWARD**

“The Political Classroom: Evidence and Ethics in Democratic Education”
Co-authored by Diana Hess, Dean, School of Education, and Paula McAvoy, Program Director, Center for Ethics and Education within Wisconsin Center for Education Research

**AERA FELLOWS SCHOLAR**

Maisha T. Winn, Susan J. Cellmer Endowed Chair in English Education, Department of Curriculum and Instruction

**DR. CARLOS J. VALLEJO MEMORIAL AWARD FOR EMERGING SCHOLARSHIP**

Multicultural/Multiethnic Education SIG
LaVar J. Charleston, Assistant Director, Senior Research Associate for Wisconsin’s Equity and Inclusion Laboratory (Wei LAB), and alum of UW-Madison’s Department of Educational Leadership and Policy Analysis

**LIFETIME ACHIEVEMENT AWARD & OUTSTANDING BOOK AWARD**

Division B (Curriculum Studies)
Carl Grant, Hoefs-Bascom Professor of Education, Department of Curriculum & Instruction

**DISTINGUISHED DISSERTATION AWARD**

Second Language Research SIG
Gail Lori Prasad, Assistant Professor, Department of Curriculum and Instruction

**OUTSTANDING REVIEWER AWARD**

Journal of Educational and Behavioral Statistics
Dan Bolt, Professor, Department of Educational Psychology

**OUTSTANDING REVIEWER AWARD**

AERA’s Section on Social and Institutional Analysis
Linn Posey-Maddox, Department of Educational Policy Studies

**AERA JOURNALS, MOST-READ ARTICLES**

No. 2 in journal of Educational Evaluation and Policy Analysis, “Evaluating the Impacts of ‘New’ Performance Funding in Higher Education,” co-authored by Nicholas Hillman, Associate Professor, Department of Educational Leadership and Policy Analysis

**Herbert M. Kliebard and the Struggle for Curriculum Study: Celebrating a Scholar’s Life**

Former colleagues and students of UW-Madison Professor Emeritus

Herbert Kliebard held a special AERA Memorial Session on April 9 for the longtime faculty member with the School of Education’s departments of Curriculum and Instruction, and Educational Policy Studies. Kliebard passed away in June 2015.

Do you know an outstanding professor, researcher or administrator? Someone whose dedication to public service and scholarship embodies the Wisconsin Idea? If that individual is a UW-Madison School of Education graduate, consider nominating him or her for an Alumni Achievement Award. The school is currently accepting submissions for the 2016–17 Awards.

**FOR MORE INFORMATION VISIT:**
education.wisc.edu/soe/people/for-alumni-friends/alumni-news-events/alumni-awards

**DEADLINE:** July 31, 2016

The School of Education’s (left-to-right) Dawn Crim, Betsy Burns and Danielle Maillette outside Hamilton’s Bar & Grill, host site for the School’s AERA reception.
ALUM, PROFESSOR EMERITUS SMITH PUBLISHES, ‘LIFE AFTER EIGHTY’

UW-Madison alumnus and Professor Emeritus Richard J. Smith is the author of a new book, “Life After Eighty: A Personal Perspective of Living Well and Staying Happy.” Smith spent nearly three decades working with the Department of Curriculum and Instruction, retiring in 1990. He also is an alumnus of the School of Education, earning a master’s in Education and Speech in 1962 and a Ph.D. in Curriculum and Instruction in 1967.

A preview for the book notes: “At 85, the author knows a lot about growing old. He knows his own story and the stories of men and women who have shared the last twenty-five years with him. Some of them make the transition better than others. This book will tell you why, and give hope to those growing old that life can be grand and full of joy.”

Lyda Cline Lanier
BS 1954 — Secondary History Education
Lyda writes a bi-monthly column for the Tomah (Wis.) Journal titled, “Journal Entry from Ridgeville,” about hopes, dreams, aspirations and accomplishments of her neighbors.

Jack Lichtenthal
MA 1987 — Education and History
Jack retired from the Metropolitan Transportation Authority in New York City, where he designed and wrote 34 technical training manuals. Presently he specializes in the history of the 1930s and lectures/discusses with groups a film that he produced, wrote, and directed on “Shanghai Jewish Ghetto” in the 1930s.

Rita Wittich Stout
BA 1958 — Education and Speech
Rita just finished her third book, “Love Was Not Enough: The Story of Wally and me.” It’s a memoir of Rita and her younger brother. The book captures vignettes about Rita’s years in Wisconsin and her brother’s sudden move with his family to Hawaii his senior year of high school — followed by a downward spiral towards mental illness.

Barbara Levine
BS 1959 — Education and Speech
Barbara recently updated her bibliography, “Works About Dewey,” which can be viewed online at the Center for Dewey Studies, Southern Illinois University, Carbondale, website.

Jerry Apps
Ph.D. 1987 — Curriculum and Instruction
Jerry recently published, “Whispers and Shadows,” and “Wisconsin Agriculture: A History,” both by the Wisconsin Historical Society Press. He also is completing a documentary for Wisconsin Public Television and PBS, “The Land with Jerry Apps.”

Carl Anderson
MS 1989 — Curriculum and Instruction
Carl retired in 1997 from Aid Association for Lutherans (Educational Program Developer). He currently volunteers for a local hospice, with a focus on videotaping patients who wish to share their life story.

Gerald F. McVey
Ph.D. 1989 — Curriculum and Instruction
Gerald taught and directed research in environmental and educational facilities design for 22 years at Boston University. Concurrently and for about 20 years, he had his own facilities design consulting firm, MAI Consultants, Inc., with projects in 15 states and 10 foreign countries. In 1991, Gerald retired from Boston University as a Professor Emeritus.

Robert S. Newsom
MS 1970, Ph.D. 1978 — Educational Psychology
Robert is currently a senior scientist and permanent principal investigator at the Center for Health Systems Research & Analyses — a UW–Madison engineering and medical school collaboration. He is an authority on using very large administrative datasets (Medicaid/Medicare) to create relevant information and econometrics that assist public organizations in creating healthcare policy based on quality and value.

Sandy Hall
MS 1973 — Rehabilitation Counseling
Sandy recently completed an energizing and diverse 40-year career serving people with disabilities. She retired from Madison Area Technical College last August. Prior to that, Sandy was at the Center for Students with Disabilities at UW-Whitewater for three years and the Division of Vocational Rehabilitation as the supported employment director for 10 years. Sandy says: “I have been so very blessed to have worked with so many wonderful people over the years.”

Charles Slater
Ph.D. 1973 — Curriculum and Instruction
Charles is a professor at California State University–Long Beach. He is studying leadership for school principals in Spanish speaking countries, and is part of an international network that recently met at the University of Otago in New Zealand.

Joanne Yatvin
Ph.D. 1974 — Curriculum and Instruction
After retiring from her job as a school principal in 2000, Joanne worked at Portland State University in Oregon as an adjunct professor and a supervisor of student teachers. At the same time, Joanne visited elementary school classrooms to find great teaching. As a result, she wrote three books for teachers. Now, in her dotage, Joanne is writing a blog called, “The Treasure Hunter,” that’s dedicated to celebrating good teaching and supporting teachers and students.

Peter J. Burke
MS 1972, Ph.D. 1975 — Educational Leadership and Policy Analysis
Peter is an associate dean and director of the education doctorate program in educational leadership in the School of Education at Edgewood College in Madison. Faculty, staff, students and graduates recently celebrated the 15-year anniversary of the degree program.

Harry J. Knopke
Ph.D. 1975 — Education Administration
Harry is currently the president of Aqua Clara International, a non-governmental organization that designs and develops clean water technologies for those who live on less than $2 per day. He retired in 2006 from his role as president emeritus of Aquinas College in Grand Rapids, Mich.
Jim Kuhagen
Ph.D. 1975 — Behavioral Disabilities
Jim obtained BCBA-D certification and retired as director of Psychological Services at the Northern Virginia Training Center in Fairfax, Va.
Jim is now working part time as a developmental disability specialist for Arlington County, Va.

Ann Koch Schonberger
Ph.D. 1976 — Curriculum and Instruction
Ann has been retired from running the University of Maine's Women's, Gender, and Sexuality Program for almost three years.

Robert Allan Stevens
MS 1979 — Educational Leadership and Policy Analysis
Robert earned an Ed.D. in leadership in December 2015 from Nova Southeastern University, where he advises masters and doctoral students in the College of Education. Prior to his current position, Robert worked in student services at Miami Dade Community College.

Dave Henning
BM 1979 — Music Education
Dave continues his band directing at Bush Middle School in Carrollton, Texas, a suburb in Dallas. The band is a consistent sweepstakes winner and also receives awards in other state recognized competitions. He continues writing and publishing music. Currently, there are over 50 of his pieces available through music retailers such as J. W. Pepper and others.

Todd Kuckkahn
BSE 1981 — Social Studies
In his new role as executive director of the Portage County Business Council, Todd is able to take his education background and work with local K-12 systems to connect them with businesses, municipalities and the community to enhance employee retention and attraction.

Ronald Johnson
BS 1968, MA 1982 — Art Education
Ronald retired five years ago after 42 years of teaching elementary art in Mount Horeb, Wis. He writes: "I'm happy to report that every day is a Saturday and every night is a Friday night!"

Richard Mason
Ph.D. 1982 — Educational Leadership and Policy Analysis
Richard currently coordinates the Educational Leadership Co-op program at UW-Whitewater, where he is an associate professor with tenure.

Jason Maloney
BS 1983 — Secondary Education
As a program manager for the Chequemegon-Nicolet National Forest, Jason manages the Northern Great Lakes Visitor Center (NGLVC) near Ashland, Wis., and Forest Lodge near Cable, Wis.

Deborah Verstegen
Deborah was awarded the Lifetime Achievement Award at the National Education Finance Conference in February 2016, at Jacksonville, Fla., where she thanked her advisor, Dr. Richard Rossmiller, for introducing her to the field and the inspiration to complete the degree.

Greg Eichenkraut
BSE 1986 — Natural Sciences Education
Greg is finishing his 30th and last year as head coach of girls varsity track and field, girls varsity cross country and head coach of boys and girls varsity cross country and head coach of girls varsity track and field.

Matthew Hollern
BS 1987 — Art
Matthew has been a professor of jewelry and metals at the Cleveland Institute of Art since 1989. His first contribution to a "real" book on design theory was published in January: "Designing Business and Management." His chapter is focused on collaboration and design thinking.

Debra L. Riedel
BS 1988 — Art Education
After 19 years of working in graphic arts and desktop publishing for a Madison area commercial printer, Debra went back to school. She finished an associate degree for chiropractic specialist at Moraine Park Technical College and graduated in May 2016 with high honors.

Charles A. Taylor
Ph.D. 1988 — Curriculum and Instruction
Does diversity matter to God? For the past several months and the upcoming summer, Charles will be helping a large religious organization with churches throughout the U.S. and overseas answer that question and discuss how they can embrace diversity, inclusion and equity as a core value. Charles is leading a team that is conducting a comprehensive diversity assessment collecting both quantitative and qualitative data.

Lori Berget
BS 1989 — Agriculture Education
Lori is engaging youth in Lafayette County and beyond, teaching agriculture literacy, youth leadership skills and partnering with community stakeholders to help citizens make a great community connection.

Susie Silbert was appointed curator of modern and contemporary glass at the Corning (New York) Museum of Glass (CMoG) in February.

Silbert earned her Bachelor of Fine Arts from the School of Education’s Art Department in 2003. An independent curator, writer and historian, Silbert has developed an encyclopedic knowledge of glass and strong connections to people in the field.

In her new role, Silbert will be responsible for the acquisition, exhibition, cataloguing and research of the museum’s modern and contemporary collection, a period ranging from 1900 to the present day.
HELLENBRAND HONORED DURING WHITE HOUSE CEREMONY

Leah Hellenbrand traveled to Washington, D.C., in November and was an invited guest at the White House Complex in the West Wing. She was part of a delegation from Janesville’s (Wis.) Kennedy Elementary School, where she teaches third and fourth grade. Kennedy Elementary was one of only eight schools across the nation that earned the $10,000 innOVATION STEAM Grant Award, with award winners being honored during a ceremony at the Cannon House Office Building for their achievement. Hellenbrand wrote the innOVATION STEAM grant proposal on behalf of Kennedy and the Dance Department’s Arts Integration team, where she detailed many extensive arts integration projects that she designed and implemented in her classroom.

Hellenbrand received her bachelor’s degree in Elementary Education in 2005 from the School of Education and her master’s from the Department of Educational Psychology in 2011.
GREEN RECEIVES WILLIAM J. DAVIS AWARD FOR OUTSTANDING ARTICLE

Terrance Green is the recipient of the William J. Davis Award given annually to the authors of the most outstanding article published in Educational Administration Quarterly (EAQ). Green’s award-winning article was titled, “Leading for Urban School Reform and Community Development.”

The Davis Award was established in 1979 to honor the late William J. Davis, former Associate Director of the University Council for Educational Administration and Assistant Professor at UW–Madison.

Green earned his Ph.D. from the School of Education’s Department of Educational Leadership and Policy Analysis in 2013 and is currently an assistant professor at the University of Texas–Austin.

Jen Gowers
BSE 2002 — Elementary Education
Jen received her doctorate in education from Teachers College, Columbia University, in 2012, and helped start a new charter high school in the Bronx. Jen writes: “Madison remains the foundation of the passion and training that drove me forward. On, Wisconsin!”

Andrew Romagna
MS 2001 — Educational Leadership and Policy Analysis
Earlier this year, Andrew was promoted to president of business growth at The Wellness Network. The network delivers life-enhancing wellness information to motivate patients to take action, aid hospitals in meeting accreditation and improve overall quality of health care.

Bradley Peck
Bradley is celebrating 20 years as the principal of Wausau East High School! He writes: “My how time flies when you are having fun!”

Karen Searles
BFA/BS 2003 — Dance Education
Karen is the lead program teacher at Cedar Ridge High School in Round Rock, Texas, where she was recently inducted as the fourth vice president of the Texas Dance Educators Association, where she is overseeing the statewide DEAL Dance Assessment. This past year, she was the recipient of two major grants and was chosen to run a NextGen Digital Dance Classroom.

Dale Carlson
Ph.D. 2004 — Educational Leadership and Policy Analysis
Dale is currently serving as superintendent of schools for the New Richland-Hartland-Ellellande-Geneva Public Schools in New Richland, Minn.

Natalie Hinckley
BS 2005 — Art Education
Hinckley Productions was awarded business of the year honors by the Wisconsin LGBT Chamber of Commerce. Natalie is director and owner of Hinckley Productions, a Madison-based, full-service video production company specializing in creating video for online distribution.

Michael Merry
Ph.D. 2005 — Educational Policy Studies
Since 2008, Michael has been a professor of philosophy and education at the University of Amsterdam, The Netherlands.

Jennifer Ruef
BS 1990, MS 2005 — Curriculum and Instruction
Jennifer graduated from Stanford University with her Ph.D. in Curriculum and Teacher Education-Mathematics Education in June 2016. She has accepted a position as an assistant professor of secondary mathematics education at the University of Oregon.

Ruttanatip Chonwerawong
MS 2000, Ph.D. 2006 — Educational Leadership and Policy Analysis
Ruttanatip recently joined California State San Marcos as the associate vice president for Student Academic Support Services. She oversees eight programs and centers.

Travis Suss
BS 2007 — Kinesiology/Physical Education
Travis is an assistant professor of pharmacy practice at Concordia University Wisconsin School of Pharmacy.

William Adams
BS 2009 — Kinesiology/Physical Education
William is currently in his final semester of his Ph.D. at the University of Connecticut and will remain at the university as a Postdoctoral Fellow, where he will assume the role of Director of Research and Director of Sport Safety Policies at the Korey Stringer Institute.

KVALO NAMED WISCONSIN SECONDARY PRINCIPAL OF THE YEAR

Robin Kvalo in April was one of 16 principals across the state selected for a Herb Kohl Leadership Award.

Kvalo, who has served as principal at Portage High School since the 2011-12 school year, was then selected as the 2016 Wisconsin Secondary School Principal of the Year. In this capacity, she will represent Wisconsin in Washington, D.C., in September when the National Principal of the Year is chosen.

Kvalo received her undergraduate degree in Elementary Education from the School of Education in 1981 and earned a master’s from the School in Educational Administration in 1998.
STYCZYNSKI RECEIVES 2016 YOUNG DESIGNERS AND TECHNICIANS AWARD

Dane Styczynski was recognized in February by the United States Institute for Theatre Technology (USITT) as a recipient of one of its 2016 Young Designers and Technicians Awards. Styczynski, who earned his Master of Fine Arts from the School of Education’s Department of Theatre and Drama in 2015, received the Bernhard R. Works, Frederick A. Buerki Scenic Technology Award. These honors, known as the YD&T Awards, bring acclaim and support to early career designers and technicians through generous funding from industry sponsors.

Kathryn Carlson
MS 2009 — Communicative Disorders
Kathryn lives in Nashville, Tenn., where she is a member of the Medical Pediatric Speech Language Pathology team at the Vanderbilt Bill Wilkerson Center. She serves as a feeding specialist on the Craniofacial Team at Vanderbilt’s Monroe Carroll Jr. Children’s Hospital. Kathryn is a leader on the Pediatric Feeding Team and teaches in the graduate school for speech language pathology at Vanderbilt University.

Jamel Brown
BSE 2010 — Secondary Education, History
The 2015-16 academic year marked Jamel’s fifth year as a full-time teacher in New York City. Jamel graduated in spring 2016 with a master’s of science in school building leadership. Jamel is now certified, licensed and qualified to apply for assistant principal and principal positions in the state of New York.

Raul Leon
Ph.D. 2010 — Educational Leadership & Policy Analysis
Raul received the Ronald W. Collins Distinguished Faculty Award (Research) at Eastern Michigan University. This is the highest award given to a faculty member at EMU. It recognizes recipients for a distinguished contribution in one of three categories: teaching, research, and service. The award has been given at EMU since 1977. This is the first award for a faculty member in the Department of Leadership and Counseling.

Kayla Correll
BS 2011 — Family & Consumer Education
Kayla is a teacher in the Greendale School District in southeastern Wisconsin, where she teaches foods, child development, interior design, fashion, independent living, and relationship classes.

Kayla was awarded the 2016 ProStart Culinary Arts Teacher of the Year for Wisconsin. Kayla writes: "It was a great achievement after starting this program in our school district just four years ago. I have learned so much in my first five years of teaching and I am so excited for a lifetime ahead spent in this wonderful career doing what I love."

Leonard Taylor
MS 2011 — Educational Leadership and Policy Analysis
In October, Leonard began as director of Higher Education Redesign Initiative in the Jandris Center for Innovative Higher Education at the University of Minnesota. The center works to bring innovation and change to higher education structures, cultures, and policies. Leonard is also a host for a new show on the History Channel called “Found” that began airing May 6.

Casey Ulrich
BS 2012 — Secondary Math Education
Casey has taught math for four years at Menomonee Falls High School. In the fall, he will be attending Stanford’s Graduate School of Education where he will study educational policy, organization, and leadership.

Kaitlyn McGillis
BSE 2013 — Special Education
Kaitlyn is an alternative education/special education teacher at Edgerton (Wis.) High School. She is currently writing a curriculum to better suit the needs of at-risk students at her school. Kaitlyn writes: “The job, while incredibly challenging, has been rewarding and has helped me grow immensely as an educator.”

Amanda Oleson
MA 2013 — Education Policy Studies
Amanda was working at the Wisconsin Center for Education Research on a project that resulted in a book deal. She recently switched jobs and is now a qualitative analyst at the Madison Metropolitan School District in the Research and Program Evaluation Office.

Jess R. Weiler
Ph.D. 2013 — Educational Leadership and Policy Analysis
Jess was promoted to program director for the educational leadership program at Western Carolina University.

Jamie Black
BSE 2014 — Secondary Mathematics Education
After graduation, Jamie moved to Los Angeles and began a job as an Admissions Counselor at the Southern California Institute of Architecture (SCI-Arc). SCI-Arc is a world renown independent architecture school that teaches avant-garde and technology driven architectural design.

Lindsay Higgins
BS 2015 — Kinesiology
Lindsay is currently working for Exact Sciences as a market development representative growing the customer base for Cologuard to increase colon cancer screening rates in the U.S.
The UW–Madison School of Education’s highly regarded national reputation is due, in large part, to the dedication and talent of its faculty and staff.

Each spring, the School recognizes some of the most outstanding members of its family with Distinguished Achievement Awards at the annual Faculty & Staff Distinguished Achievement Awards Reception.

The 2016 award winners include:

**ANN WALLACE**
**ACADEMIC STAFF DISTINGUISHED ACHIEVEMENT**
Alison Bowman
Wisconsin HOPE Lab
Virginia Waddick
Department of Rehabilitation Psychology and Special Education

**UNIVERSITY STAFF DISTINGUISHED ACHIEVEMENT**
Susan O’Rourke
(Claire Shaffer Award) Education, Academic Services
Jeannine Nicolai-Heckmann
Department of Kinesiology

**FACULTY DISTINGUISHED ACHIEVEMENT**
David Kaplan
Department of Educational Psychology
Nancy Kendall
Department of Educational Policy Studies

**DICK & JULIE DALY EDUCATION STUDENT STAFF ACHIEVEMENT**
Josh Peschek
Media, Education Resources & Information Technology

**COMMUNITY-ENGAGED SCHOLARSHIP**
Aydin Bal
Department of Rehabilitation Psychology and Special Education

**EXCELLENCE IN DIVERSITY**
Mindi Thompson
Department of Counseling Psychology

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**WISCAPE’s Radomski leads workshop in Oman**

UW–Madison’s Noel Radomski, director and associate researcher of the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), spent a week in April at the University of Nizwa in Oman, where he helped design that university’s first workshop on campus governance.

The workshop was attended by 230 faculty, department chairs, deans and vice chancellors.

University of Nizwa Chancellor Ahmed Al-Rawahi and Vice Chancellor for Academic Affairs Abdulaziz Alkindi advanced the idea for the workshop to help educate faculty and academic staff about shared governance and its importance at the university, school and college, and department levels.

“The chancellor and vice chancellor both received their doctoral degrees in the United States,” explained Radomski, “and they are intrigued by the possibility of adapting some of the principles underlying UW–Madison’s history of shared governance into their university.”

The timing of the campus workshop was important, as the 13-year-old University of Nizwa is constructing a new, permanent campus and expanding its enrollment and reach.

“The university’s leadership believes that it is imperative for the campus to transform decision-making to a shared governance approach if the campus is to increase its excellence and integration of teaching and learning, research and public service,” said Radomski.

Radomski was invited to help design and lead the governance workshop by Tom Grogan, senior special assistant to the Chancellor at the University of Wisconsin-Oshkosh.

WISCAPE is housed in the School of Education.
You’ve made choices, and you’ve reaped the rewards.

Being in charge of your own legacy is part of who you are. If there’s a plan, you’re going to be the one to make it.

To discuss your goals and ways to give back to the University of Wisconsin-Madison School of Education, contact Betsy Burns of the UW Foundation at betsy.burns@supportuw.org or call 608-712-9376.
Russell Wilson delivers the charge at UW–Madison’s Spring Commencement

Former Badgers quarterback and School of Education alumnus Russell Wilson was the guest speaker at UW–Madison’s Spring Commencement on Saturday, May 14 at Camp Randall Stadium.

In 2011, Wilson played for the Badgers and attended UW–Madison as a graduate student. He was working toward a master’s degree with the School of Education’s Department of Educational Leadership and Policy Analysis before leaving school to join the NFL.

Wilson, the Super Bowl-winning quarterback of the Seattle Seahawks, focused his commencement speech on overcoming obstacles and being prepared when life seems to be telling you no.

“IF YOU’RE EARNING A DEGREE FROM UW–MADISON, THE QUESTION ISN’T WHETHER YOU HAVE SOMETHING TO OFFER TO THE WORLD — YOU DEFINITELY HAVE SOMETHING TO OFFER TO THE WORLD — THE QUESTION IS HOW AND WHEN WILL YOU DO IT?” — Russell Wilson