A ‘BRIDGE’ CONNECTING LITERACY RESOURCES
FROM UW-MADISON WITH SCHOOLS ACROSS WISCONSIN

“It doesn’t matter if it’s a farmer or an engineer, a nurse or a teacher, faculty members at this university are connecting with people across the state so we can work together and share ideas to make Wisconsin an even better place.”  — PROFESSOR MARY LOUISE GOMEZ
It was great fun to celebrate School of Education scholarships on Thursday, Sept. 22 at Varsity Hall in Union South. This annual event honors not only the student recipients of more than 200 scholarships, it also is one way to **THANK** and **CELEBRATE THE DONORS** who make these scholarships possible. For those donors, one of the highlights is getting to share the evening with scholarship recipients.

Each year, students in the School of Education receive about $1 million in scholarships. None of this would be possible without support from alumni and friends who choose to encourage deserving students.

**THANK YOU!**
FROM THE DEAN: Diana Hess

Now in my second year as Dean, I have a better understanding of what makes our School of Education so remarkable: the exceptional people, the depth and breadth of our programs, our commitment to meaningful impact, and the significant and increasing support of our alumni and friends.

I am sure you will be impressed by what you read in this issue of Learning Connections. At the heart of every story are people who are smart and skillful, and who also care deeply about how their work can make a difference in others’ lives. We are so fortunate to welcome eight new faculty members to our School (see page 2). They are excellent scholars doing cutting-edge work.

We are an unusually diverse School of Education — with programs in the arts, health and education. As the stories in this issue illustrate, much of our work is designed to have its most powerful impact outside of the School. For example, Literacy by the Lakes (see page 8) is a promising new program that connects our exemplary literacy faculty and graduate students to teachers and administrators in 18 school districts across the state in order to work on literacy practices the teachers have deemed important to their students.

Without the support of our alumni and friends, much of the work happening in the School would simply not be possible. For example, Literacy by the Lakes is supported by Tashia and John Morgridge, and the Teaching about the 2016 Elections conference (see page 11) could not have happened without the support of Mary and Bill Gibb. While financial resources matter, the efforts of the School are supported in myriad ways — many of you are on advisory committees, work for organizations that we partner with or serve as mentors to our students. Your support is so important. Please know how much it is deeply appreciated.

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LEARNING CONNECTIONS

news & notes

School of Education welcomes eight new faculty members

UW–Madison’s highly ranked School of Education welcomed eight new faculty members to campus at the start of the 2016 fall semester.

“We are honored and excited to have so many outstanding academics joining our team,” says School of Education Dean Diana Hess. “The School of Education continues to be a leading destination for talented faculty members, and this incoming group will not only allow our School to maintain its strength, but help us grow into the future.”

Among those recently arriving is John Baldacchino, a professor with the School of Education’s Art Department and the new director of the Arts Institute at UW–Madison. He comes to Madison from the University of Dundee in Scotland, where he held a professorial chair of arts education at the School of Education & Social Work.

The Arts Institute, described as the voice of the arts at the university, supports and promotes a variety of programs and initiatives, both its own and those of partners around UW–Madison.

Also joining the School of Education for the 2016-17 academic year are assistant professors:

- Erika Bullock, Department of Curriculum and Instruction
- Stephanie Budge, Department of Counseling Psychology
- S. Andrew Garbacz, Department of Educational Psychology
- Maxine McKinney de Royston, Department of Curriculum and Instruction
- Claudia Persico, Department of Educational Leadership and Policy Analysis
- Walter Stern, Department of Educational Policy Studies
- José Carlos Teixeira, Art Department

Gruben’s KIINCE ‘graduates’ from UW business accelerator

KIINCE, which is the brainchild of Department of Kinesiology Associate Professor Kreg Gruben, was among the successful start-up companies that “graduated” this past summer from a UW–Madison program designed to advance innovations based on campus research.

Gruben’s company developed a stroke rehabilitation device with assistance from the Discovery to Product (D2P) program, which is a partnership between UW–Madison and the Wisconsin Alumni Research Foundation that serves as a business accelerator on campus.

After studying the mechanics and control of leg function for more than two decades, Gruben pinpointed why stroke patients have difficulty walking.

“We have discovered muscle coordination patterns that correlate with how people walk after a stroke and predict which types of therapy will work,” he says. “Frequently, the ratio of muscle use is slightly off. The compensating behaviors are easy to see, so therapists tend to focus on them rather than the underlying incoordination.”

Gruben used D2P funding to build fully functional prototypes of neuromuscular retraining machines that precisely measure the mechanics of walking and give corrective feedback. KIINCE is finalizing the product and beginning to execute its strategy to drive clinical adoption.
As part of the American Educational Research Association’s 2016 centennial year programming, AERA invited 31 people to deliver six-minute Ed-Talks. These presentations conveyed key research findings crisply, quickly and in ways that were meant to be compelling to policy leaders about the value and relevance of education research.

UW–Madison School of Education Dean Diana Hess was among those who presented earlier this year in Washington, D.C. Hess’ Ed-Talk, “Political Education in Polarized Times,” was made available for viewing on YouTube this fall.

Hess’ research interests include the impact of school-based civic education programs on youth, political and civic engagement, and how students experience and learn from discussions of highly controversial political issues. In 2015, Hess co-authored, with Paula McAvoy, “The Political Classroom: Evidence and Ethics in Democratic Education.” That publication received the 2016 AERA Outstanding Book Award.

Diana Hess delivers her Ed-Talk earlier this year in Washington, D.C. To view her video, visit YouTube.com and search for “Diana Hess AERA.”

Department of Kinesiology launches online Doctor of OT program

The University of Wisconsin System’s Board of Regents in December 2015 approved a new post-professional Doctor of Occupational Therapy (OTD) degree program at UW–Madison. The OT program is housed within the School of Education’s Department of Kinesiology.

This program is completely online — except for an initial orientation and final capstone project presentation. This allows OT professionals to continue working while pursuing their doctorate part-time over the course of nine semesters. The program offers coursework in leadership theories and models, administrative tools and techniques, teaching methods and applied research methods.

“Getting a doctorate puts occupational therapists in the running for leadership roles,” says Sharon Gartland, the director of the OTD program. “I would recommend it for those who desire to keep moving forward in their career, whether that looks like clinical expertise, administrative responsibilities, teaching opportunities or research participation.”

The first cohort of students started the program in September.

WCER study documents post-Act 10 teacher pay changes

School districts and policymakers across Wisconsin exploring teacher pay alternatives have new information to help guide them — a recently released study from the Wisconsin Center for Education Research (WCER) in the School of Education.


The study, based on 25 of Wisconsin’s 424 public school districts, is the first to document teacher pay changes implemented or considered locally by districts following the 2011 passage of Act 10, which allows new flexibility for compensating public school teachers.

“There has been considerable talk about compensation changes in Wisconsin, but very little solid information on what was happening,” says Steve Kimball, a principal investigator of the Wisconsin Evaluation Collaborative (WEC) and Consortium for Policy Research in Education. “We hope the study fills an information gap in the state and provides guidance for school districts and other stakeholders.”
around the school...

- Despite perceptions that too many Americans are ignorant when it comes to the realm of science, a study released this past summer reports that people in the United States actually “perform comparably to adults in other economically developed countries on most current measures of science knowledge.” Nonetheless, when it comes to altering the public’s mindset about complex topics such as climate change, the report from the National Academies of Sciences, Engineering, and Medicine says that attitudes may be difficult to change because they are shaped by factors such as values and beliefs — rather than knowledge of the science alone. The 12-person committee that produced the study — “Science Literacy: Concepts, Contexts, and Consequences” — included School of Education Professor Noah Weeth Feinstein of the top-ranked Department of Curriculum and Instruction.

- Edward Hubbard and Percival Matthews in September were awarded a research grant worth nearly $1.9 million over the next five years from the National Institutes of Health (NIH). The grant will allow the faculty members with the No. 1-ranked Department of Educational Psychology to examine mathematical learning processes. The project is called, “Perceptual and Cognitive Mechanisms of Developing Fractions Knowledge: A Cross-Sequential Approach.” The researchers working on this multifaceted project will collect brain imaging, behavioral and educational data in schoolchildren.

- Martina Rau is the principal investigator on two grants awarded by the National Science Foundation (NSF) this past summer, with funding topping $1.1 million. Each of these projects will focus on how to help students learn with visual representations. Rau leads the Learning Representations and Technology Lab on campus, is an assistant professor with the Department of Educational Psychology and holds an affiliate appointment in the Department of Computer Sciences.

- David Kaplan was invited to present a keynote address to the Israel Academy of Sciences and Humanities conference, “The Initiatives for Applied Education Research,” scheduled for Dec. 19. Kaplan will be speaking about the challenges and opportunities of using longitudinal data to inform education policy. Kaplan is the Patricia Busk Professor of Quantitative Methods with the School of Education’s Department of Educational Psychology.

- Xueli Wang is the author of a groundbreaking research article that examines community college course-taking patterns that contribute to effective academic pathways for transfer-aspiring students in science, technology, engineering and mathematics (STEM). The article is titled “Course-Taking Patterns of Community College Students Beginning in STEM: Using Data Mining Techniques to Reveal Viable STEM Transfer Pathways.” It appeared in the August issue of Research in Higher Education. Wang is a faculty member with the Department of Educational Leadership and Policy Analysis.

- Effective July 1, the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) was integrated into the Department of Educational Leadership and Policy Analysis. The center is now part of ELPA’s Higher, Postsecondary and Continuing Education (HPCE) program. Clifton Conrad, Vilas Distinguished Achievement Professor and professor of higher education, will serve as WISCAPE’s inaugural faculty director, for a three-year term. Noel Radomski will serve as the center’s managing director.

- The School of Education on Aug. 4 graduated its first cohort of students (see photo below) from UW–Madison’s new Master of Science for Teaching program, which includes secondary teaching and ESL certification. The day began with the finals conference at which students shared their master’s projects with their peers, program faculty and visitors. Each of the content-area cohorts — science, math, English and social studies — displayed and/or discussed the findings from their papers in group poster sessions. The conference was followed by a dinner and graduation ceremony in the Alumni Lounge at the Pyle Center on Lake Mendota, where Dean Diana Hess delivered a heartfelt keynote welcoming graduates to the teaching profession.
SEVEN FROM ACROSS SCHOOL RECEIVE PRESTIGIOUS VILAS AWARDS

Twenty extraordinary members of the UW–Madison faculty from across campus in May were named to Vilas Distinguished Achievement Professorships, an award recognizing distinguished scholarship as well as standout efforts in teaching and service.

And four faculty members with the School of Education were among those receiving this honor:

- Geoffrey Borman, Department of Educational Leadership and Policy Analysis
- Dorothy Farrar-Edwards, Department of Kinesiology
- David Williamson Shaffer, Department of Educational Psychology
- Jin-Wen Yu, Dance Department

Meanwhile, the School of Education’s Jim Escalante was among four professors from campus chosen for Vilas Research Investigator Awards, given to faculty members who serve as outstanding mentors for graduate students working as research assistants or project assistants. Another 27 professors received Vilas Faculty Mid-Career Investigator Awards, recognizing research and teaching excellence. Lesley Bartlett, with the Department of Educational Policy Studies, was among those being granted this award. Finally, 12 professors received Vilas Faculty Early Career Investigator Awards, recognizing research and teaching excellence in faculty who are relatively early in their careers. Li-Ching Ho, with the Department of Curriculum and Instruction, received this honor.

POPKEWITZ NAMED TO LAUREATE CHAPTER OF KAPPA DELTA PI

Thomas Popkewitz in October was selected as a new member of the Laureate Chapter of Kappa Delta Pi, International Honor Society in Education.

Popkewitz is a professor with the No. 1-ranked Department of Curriculum and Instruction. His work centers on the knowledge or systems of reason that govern educational policy and research related to pedagogy and teacher education.

Kappa Delta Pi, International Honor Society in Education, recognizes excellence in education, and its 40,000 members come from 32 countries and 623 chapters at universities and colleges. The Laureate Chapter specifically recognizes men and women who have made distinguished contributions to education and is limited to 60 living persons.

Of the 60 people in KDP’s Laureate Chapter, four are from UW–Madison’s Department of Curriculum and Instruction: Michael Apple, Carl Grant, Gloria Ladson-Billings and now Popkewitz.

A book co-authored by John Diamond in July was named the winner of the 2016 Eduardo Bonilla-Silva Outstanding Book Award by the Racial and Ethnic Minorities Division of the Society for the Study of Social Problems. “Despite the Best Intentions: How Racial Inequality Thrives in Good Schools,” is co-authored by Amanda Lewis. Diamond is the Hoefs-Bascom Associate Professor of Education and is a faculty member with the School of Education’s Department of Educational Leadership and Policy Analysis.

Stephanie Graham was selected as an Outstanding Early Career Professional–Trainer/Supervisor by a division of the American Psychological Association (APA). Graham is a clinical associate professor with the School of Education’s Department of Counseling Psychology and the director of the Counseling Psychology Training Clinic. Graham is being honored by the Section on Supervision and Training, which is part of APA’s Division 17, the Society of Counseling Psychology.

William Hoyt in October was notified that he will be one of 10 recipients of the 2016 Elizabeth Hurlock Beckman Award. The Beckham Award is given to mentors who have inspired a former student to make a significant contribution to society. Hoyt chairs the School of Education’s Department of Counseling Psychology. The former student Hoyt mentored is Kimberly Lakes, who earned her Ph.D. from UW–Madison’s Department of Counseling Psychology in 2004.
media mentions...

Faculty and staff with UW–Madison’s School of Education are often quoted or featured by news organizations. In fact, over the past 12 months there have been more than 100 School of Education-related media mentions. Following are some examples from the past several months ...

Bloomberg Businessweek puts spotlight on Diamond’s ‘Despite the Best Intentions’

The research of UW–Madison’s John Diamond is featured in a Sept. 15 report from Bloomberg Businessweek headlined, “Black Students Don’t Even Get an Equal Education in Diverse Schools.”

Diamond is UW–Madison’s Hoefs-Bascom Associate Professor of Education. He co-authored a 2015 book with Amanda Lewis titled, “Despite the Best Intentions: How Racial Inequality Thrives in Good Schools.”

“His book,” reports Bloomberg Businessweek, “is based on a five-year examination of an unidentified Midwestern high school that’s diverse and affluent and still treats black and white students differently.”

The reporter follows Diamond around Evanston, Ill. The faculty member with the School of Education’s Department of Educational Leadership and Policy Analysis is the parent of an Evanston seventh grader.

“If you go to the schools in our district, you see all kinds of people, and it looks like utopia,” Diamond tells Bloomberg Businessweek. “And if you’re a white student, it is utopia. You get to be around kids of diverse backgrounds, listen to different music, have different experiences, and also get the finest of schools. If you’re a black student, you don’t feel as respected or welcome, you don’t feel like a full citizen.”

Wollack interviewed by Reuters about SAT security breach

Reuters this summer published a series of special reports examining security concerns related to the SAT college entrance exam.

And among the experts the news agency turned to in an effort to put this topic in perspective is UW–Madison’s James Wollack, a professor with the School of Education’s No. 1-ranked Department of Educational Psychology. Wollack also is the director of UW–Madison’s Testing and Evaluation Services, and the UW System’s Center for Placement Testing.

Part five of the Reuters special report published Aug. 3 was headlined: “‘Massive’ breach exposes hundreds of questions for upcoming SAT exams.” Reuters notes: “Experts say the failure to protect test items may be among the worst security lapses in college-admissions testing history. It’s not clear how widely the material has spread, but the exam’s owner, the College Board, is taking steps to minimize the impact.”

“A test like the SAT ... is so important and so consequential and is taken by people all over the world,” Wollack tells Reuters for the report. The “College Board, especially for this program, needs to be leading the industry in terms of security.”

The report continues: If unscrupulous test-preparation centers were to obtain the items, the impact on the SAT would be “devastating,” said Wollack.

NPR explains how Barry’s work ‘provokes existential squirminess’

NPR.org on Aug. 16 posted a book review about Lynda Barry’s latest work, “The Greatest of Marlys.”

This book reprints a collection of comics about the irrepressible Marlys Mullen, one of the stars of Barry’s long-running “Ernie Pook’s Comeek.”

Writing for NPR.org, Etelka Lehoczky explains how Entertainment Weekly called this collection “poignantly funny,” while USA Today reported that “her world ... will make you laugh as much as it’ll make you pause, cry and think.”

Lehoczky goes on to point out: “But lots of artists are poignant, and lots of them ‘make you pause, cry and think.’ Barry’s unique genius lies in her capacity to wiggle under your skin and, once there, to wiggle some more until you’re gasping and twitching, not sure if it’s with laughter or something else. She provokes existential squirminess.”

Barry is an associate professor of interdisciplinary creativity with the School of Education’s Art Department. In October she was named UW–Madison’s first recipient of the Chazen Family Distinguished Chair in Art.
In other reports ...

- **Clifton Conrad** spoke with the New York Times for a June 22 report headlined, “How Public Universities Are Addressing Declines in State Funding.” Conrad is a Vilas Distinguished Achievement Professor and a faculty member in the Department of Educational Leadership and Policy Analysis. What’s different about cuts to education in recent years, Conrad tells the Times, “is that this is a very dramatic decline; it’s pretty precipitous and has been going on for a few years.”

- The Milwaukee Journal Sentinel on July 31 published an article examining a new UW–Madison cultural competency training program that was rolled out during the fall semester and delivered to up to 1,000 freshmen. Among the experts across campus who helped craft the new program, the Journal Sentinel notes in its in-depth report, is the School of Education’s **Steve Quintana**, a professor with the Department of Counseling Psychology, and an affiliate with the School’s Department of Educational Psychology.

- **Peggy Choy**’s “The Greatest” was featured in a WHA-TV/PBS documentary that aired Oct. 27. The Peggy Choy Dance Company presented “THE GREATEST! Hip Dance Homage to Muhammad Ali” at Gleason’s Gym in Brooklyn, New York, where Ali once trained. “Ali’s vision of what is ‘the greatest’ in everyone is something I wanted to bring to the public,” Choy said. The documentary is titled, “The Greatest: A Dance Tribute to Muhammad Ali.” Choy is an associate professor with the School of Education’s Dance Department.

- The Atlantic on June 6 published a short article headlined, “The Professional Burdens of Being a ‘Model Minority.’ ” The report by Adia Harvey Wingfield examines how stereotypes about Asian Americans are often held up as proof that racial labels can be flattering, but they subtly produce a number of problems in schools and offices.” Among the resources The Atlantic notes is research conducted by **Stacey Lee**, a professor with the School of Education’s Department of Educational Policy Studies.

- **Matthew Hora** appeared Aug. 26 on Wisconsin Public Television’s “Here and Now” program to talk about his extensive work examining the so-called skills gap in Wisconsin. Hora is a researcher with the Wisconsin Center for Education Research within the School of Education. Hora also is the co-author of a book, “Beyond The Skills Gap: Preparing College Students For Life And Work,” that came out in November from Harvard Press. In recent years, Hora has criticized everyone from President Barack Obama to Wisconsin Gov. Scott Walker for putting too much of a focus on the skills-gap narrative and efforts to bolster vocational training as its best solution. “It’s the idea that sluggish job and economic growth is solely due to a failed higher education system — that idea itself has huge gaps,” Hora tells “Here and Now.”

- A front-page story in the Sunday, Aug. 21, Wisconsin State Journal put a much-deserved spotlight on **Tim Gattenby** and an outstanding UW–Madison program that’s geared toward training people with disabilities to find ways to get and stay fit. Gattenby is the coordinator of adaptive fitness and personal training with the School of Education’s Department of Kinesiology.

As the State Journal reports: “It’s a popular program that goes beyond physical therapy to help clients with all kinds of disabilities maintain active lifestyles while simultaneously training UW–Madison students to become a new breed of professionals in the medical field.” The article adds how Gattenby “believes his clients can achieve just as much as anyone else — even if they do have to do it a little differently sometimes — and that reflects the theme of the program, which is ‘no limits.’”
The Wisconsin Idea is front-and-center in many discussions about the value of UW–Madison and its importance to the state and beyond. But this general principle that education should influence people’s lives outside the limits of the classroom is much more than words on a page. The Wisconsin Idea is embedded in the DNA of this world-class institution. “It doesn’t matter if it’s a farmer or an engineer, a nurse or a teacher, faculty members at this university are connecting with people across the state so we can work together and share ideas to make Wisconsin an even better place,” says School of Education Professor Mary Louise Gomez. “Literacy by the Lakes is an effort I’m very proud to be a part of because it’s an outstanding example of the Wisconsin Idea in action.”

Many participating in this new initiative led by UW–Madison literacy education experts Gay Ivey, Dawnene Hassett, Catherine Compton-Lilly and Gomez echoed those sentiments. All four are faculty members with the School of Education’s No. 1-ranked Department of Curriculum and Instruction.

Literacy by the Lakes kicked off Aug. 17-19 with a three-day conference at the Fluno Center on the UW–Madison campus and was attended by 120 educators from 18 school districts across the state. The initiative, made possible thanks to generous support from alumni John and Tashia Morgridge, is built on the premise that we must direct attention to supporting children and youth in developing and sustaining literate lives.

Participants in Literacy by the Lakes note a range of ways in which this program is both valuable and unique. First, educators signed up and attended the conference as school-based teams — which included at least one administrator or instructional leader. “This was important because after working with educators here on campus we knew we were sending a team back to a school where they could work together to implement what they are learning,” says Hassett, an associate professor. “This was also significant because we knew the educators would have the buy-in of the administration or instructional leaders to try new things.”

In addition, educators who committed to Literacy by the Lakes didn’t have imperatives thrust upon them. Instead, participants were asked in advance of the conference to highlight literacy areas of interest and goals they wanted to aim for. Breakout sessions and afternoon planning meetings during the conference then provided conversation across and within groups for reflection, planning and curricular design.

Perhaps the most noteworthy aspect of Literacy by the Lakes is the fact that educators who attended the three-day conference are receiving ongoing support over the course of the 2016–17 academic year from the team of UW–Madison literacy experts. This backing not only includes instructional and professional development materials, but on-site visits from School of Education professors and their graduate students in an effort to build stronger relationships between UW–Madison and school districts around Wisconsin. “I love the fact that it wasn’t simply a three-day training opportunity and they then sent you on our way to implement changes on our own,” says Thomas Ellenbecker, the principal at Mishicot High School, which is located near the shores of Lake Michigan, about 150 miles northeast of Madison. “The fact that they are willing to meet with us over four additional days this school year means they care about our success and truly want to see us succeed.”

Compton-Lilly — a professor who visited each of the schools she is working with, including Mishicot High School, two times during the fall semester and will head out two more times in 2017 — stresses that this is a “long-term commitment and we are building relationships.” Adds Compton-Lilly: “We are listening to the teachers and hearing what literacy issues they want to explore. It’s not like we have a menu of items the educators can choose from. So we are creating communities of inquiry where we’re centering our literacy efforts around the needs and ideas of educators in the classroom.”

“We are creating communities of inquiry where we’re centering our literacy efforts around the needs and ideas of educators in the classroom.”

— Catherine Compton-Lilly
A ‘BRIDGE’ CONNECTING UW–MADISON TO LITERACY RESOURCES SCHOOLS NEED

Ensuring that children learn the skills and strategies associated with literacy should be a shared goal of families, teachers, school administrators, teacher educators and policymakers, says Ivey, who is UW–Madison’s Tashia F. Morgridge Professor of Reading Education.

But during this era of high-stakes standardized testing, an increased emphasis on STEM (science, technology, engineering and mathematics) education and growing efforts to make sure K-12 schools are preparing students for “career readiness,” the value of quality literacy education can sometimes get overlooked.

“To ignore literacy education or have it take a back seat to what we perceive as being more important to securing a stronger economic future is extremely shortsighted,” says Ivey, who was inducted into the Reading Hall of Fame in July 2016. “I’m less interested in finding ways to produce higher test scores and more interested in using reading as a tool for helping students make sense of their lives, each other and the world.”

Educators participating in Literacy by the Lakes have generally focused their efforts on learning more about: reading and writing in ways that are engaging for students; creating dialogue in classrooms as a way to bolster literacy learning, and intellectual and relational growth; writing and drawing interactively from complex texts; exploring ways in which innovation, imagination and play are essential to literacy success and literate practice; and how equitable literacy practices are essential to building a just society.

The ongoing support to educators provided by the UW–Madison faculty members and graduate students has included everything from delivering literacy professional development around these topics to providing highly engaging books and reading materials to K-12 schools via funding provided by the Morridges. The Literacy by the Lakes team has also connected educators to the wonderful resources available through the Cooperative Children’s Book Center within the School of Education, and provided free tickets to on-campus book talks for partner educators.

“I think of myself not so much as an educator telling teachers what to do but as a bridge to these districts that can link our partners to what they need,” says Gomez.

As just one example of a recent Literacy by the Lakes outreach effort, during the fall semester Ivey visited East Elementary School in Jefferson, Wis., which is located about 35 miles east of the UW–Madison campus. At the request of the East Elementary team that attended the Literacy by the Lakes conference, Ivey and UW–Madison doctoral candidate Erin Quast delivered a literacy workshop for all the teachers at the school.

As part of Literacy by the Lakes outreach efforts, Professor Dawnene Hassett reads with students during an October visit to Eden Elementary, which is located about 85 miles northeast of Madison and is part of the Campbellsport School District.

“To ignore literacy education or have it take a back seat to what we perceive as being more important to securing a stronger economic future is extremely shortsighted.”

— Gay Ivey
“Teaching someone to read opens up a world of possibilities. If you can read, you can learn to do anything.”

— Barb Johnson, Jefferson’s District Director of Curriculum and Instruction

While most educators are aware of different ways to teach reading skills, the teachers in Jefferson wanted to learn more about strategies that would most increase student motivation and enthusiasm for reading. The Jefferson teachers were also looking for coaching and modeling around the topic of “classroom talk around books,” with the goal of producing more engaged readers.

In this regard, Ivey mentors educators on how to prioritize engaged reading, instead of specific, assigned readings. As a resource, Ivey brought 15 highly reviewed children’s books to the workshop, leaving them with the East teachers so they could use the publications in their classrooms.

Ivey explains that when students are exploring their own reasons for reading and are really engaged with a text, they not only develop competence as a reader but engaged reading also has intellectual, social and emotional consequences that are linked to the development of the whole person.

When asked why these literacy efforts are so important, Jefferson’s district-wide Director of Curriculum and Instruction, Barb Johnson, notes that research has shown a key indicator of a person’s school success is linked to whether or not a student can read — and understand what he or she reads — by the end of third grade.

“Teaching someone to read opens up a world of possibilities,” says Johnson. “If you can read, you can learn to do anything.”

At the end of the workshop she led in Jefferson, Ivey says that one of the Literacy by the Lakes participants shared with the entire East Elementary faculty how she had already implemented what she learned at the institute. This teacher also noted that she was seeing her kids read and talk about books more, and more excitedly, than ever before.

“She is truly amazed by it, and I could see that her enthusiasm was contagious,” says Ivey.

The UW–Madison faculty members involved with Literacy by the Lakes all shared similar success stories.

“I must have been thanked 50 times during the course of the conference,” says Gomez. “It was so heartwarming I was just walking around for days smiling.”

Ivey is hopeful that the Literacy by the Lakes initiative can one day be used as a model for how universities can be of service to children, teachers and schools.

“Literacy is how we learn,” says Ellenbecker, the principal at Mishicot High School who called Literacy by the Lakes one of the best professional development opportunities he has ever been a part of. “It is impossible to teach our students everything that they will need to know in order to be productive members of society. Therefore, we need to teach them how to learn new skills and concepts that may be important after high school. Literacy is how we do that.”

“WE NEED TO TEACH THEM HOW TO LEARN NEW SKILLS AND CONCEPTS THAT MAY BE IMPORTANT AFTER HIGH SCHOOL. LITERACY IS HOW WE DO THAT.”

— Thomas Ellenbecker, principal at Mishicot High School

To read more about Literacy by the Lakes and what educators involved with the project have learned, visit:
merit-www.education.wisc.edu/literacybythelakes
Conference gives teachers tools to talk about politics in the classroom

As the race for the White House heated up this past fall, educators in the classroom had an excellent opportunity to help students develop a better understanding of American politics, and to become knowledgeable and engaged citizens.

Due to the polarized nature of politics in the United States, however, not everyone was comfortable discussing the candidacies of Hillary Clinton and Donald Trump, or teaching about hot-button policy issues.

But simply steering clear of such controversy wasn’t the answer, said UW–Madison School of Education Dean Diana Hess.

“Teaching about politics in the classroom is not something that should be seen as an elective or as optional – this is important,” said Hess, who has spent much of her career researching the impact of school-based civic education programs and how students experience and learn from discussions of highly controversial political issues.

“Many issues in politics today will directly affect young people, and some high school seniors were eligible to vote in November. Helping students develop their ability to deliberate political questions, to understand other people’s perspectives and to become engaged and knowledgeable citizens is an essential component of our democracy.”

UW–Madison’s School of Education hosted a conference Sept. 24 that was designed to give educators the tools, resources and confidence they’d need to teach about electoral politics in a way that was engaging but respectful to differing points of view. Titled, “Teaching About the 2016 Elections: Preparing Students for Political Engagement,” the daylong event at Grainger Hall was attended by about 250 people.

“Teaching about an election is an important way to help the next generation become active and responsible citizens,” says Peter Levine, one of the conference’s keynote speakers. Levine is the associate dean and Lincoln Filene Professor of Citizenship & Public Affairs in Tufts University’s Jonathan M. Tisch College of Civic Life. He also is the director of CIRCLE, the Center for Information and Research on Civic Learning and Engagement.

Most who took part in this event were classroom teachers at the K-12 level from across Wisconsin, but college professors from on and off campus, graduate students and UW–Madison teacher education students also attended. Participants learned about important election-related issues and were shown how to draw upon the best and most current information. They also received training in effective learning strategies and were introduced to valuable resources, such as national civic education programs and their highly regarded curricula.

The conference was funded by the generosity of School of Education alumna Mary Hopkins Gibb and her husband, and the Gibb Democracy Education Fund. Additional support was provided by the Center for Ethics and Education, and Wisconsin Public Television.

“This conference was a wonderful example of how support of the School of Education allows us to offer programs for teachers and others that otherwise wouldn’t be possible,” says Hess, who co-authored with Paula McAvoy, “The Political Classroom: Evidence and Ethics in Democratic Education.” This publication received the 2016 American Educational Research Association Outstanding Book Award.

The conference was hosted by UW–Madison’s School of Education. The coordinating team included: Kate Jorgensen, a teacher at Kromrey Middle School in Middleton; Matthew Freid, an outreach specialist with Education Outreach and Partnerships within the School of Education; and McAvoy, the program director with the Center for Ethics and Education.
Julie Mead doesn’t mince words when addressing the expansion of K–12 voucher school options across Wisconsin in recent years. “My stance is clear: I don’t think there is sufficient evidence to justify the large shift in pushing the privatization of education,” says Mead, a professor with UW–Madison’s Department of Educational Leadership and Policy Analysis.

Mead realizes many don’t agree with her, and she says she’s fine with that. “What I’m not OK with is changes being implemented without allowing for a robust debate on an important issue that will affect students and our state for generations to come,” says Mead.

Mead has spent two decades on campus researching and writing in education journals, law reviews and books about legal issues related to special education and various forms of school choice, including vouchers. But in the past three years, she has made a concerted effort to make her voice heard in more public ways. During that time, she has been invited to take part in panel discussions and deliver more than 20 talks to a range of groups and organizations across the state — from Ashland in the northern tip of Wisconsin, to Kenosha in the southeast corner, and many points in between. She has also spoken in Indiana and Texas about the topic.

Her presentation over the years has evolved and is now titled, “Public Schools and Privatization: What’s at Stake?”

Public schools, Mead argues, serve a public purpose in that all benefit from an educated citizenry, which is essential to a healthy democracy. By investing together, Mead says, public schools can serve all while being held accountable by the laws and policies enacted by voters. Mead adds that there is good research indicating public schools out-perform their private counterparts.

Conversely, most federal and state laws that govern public education do not apply to private schools — even those that receive state aid via vouchers. Voucher schools are private schools, under private control. Vouchers programs are designed to give parents who may be unhappy with public schools — but who cannot afford to send their children to private schools — the financial support to do so.

Vouchers are nothing new in Wisconsin. In 1990, the state implemented the first voucher program in the nation, the Milwaukee Parental Choice Program. Wisconsin lawmakers expanded the Parental Choice program to Racine in 2011, and the program went state-wide with the Wisconsin Parental Choice Program in 2013. The state’s fourth voucher program, for students with special needs, was enacted in 2015. The Milwaukee Journal Sentinel reported in October how Wisconsin is expected to spend almost $245 million on private school vouchers for the 2016-17 school year — an increase of nearly $15 million from a year ago.

“We seem to have trouble funding one (public) school system, and now we’re trying to fund two,” says Mead. “There is a general angst and some real anger across the state. In many of these towns, the school system is often the heart and soul of the community, and they are feeling as though that’s under attack and they are asking why these changes are being made.”

Over time, the crowds turning out to listen to Mead are growing. On a Tuesday night in September, a free public talk by Mead drew 174 people to the Appleton Public Library.

Mead says she is not against change and stresses that educators and policymakers must continue looking for new and innovative ways to improve public education. “But if we are going to redefine the ‘public’ in public education, we need to do so mindfully after a full debate on what is at stake and what justifies a change,” says Mead.
A sk Walter Stern about his background and research interests, and it takes a few moments to understand how he landed a faculty position within a school of education. He received a Ph.D. in history from Tulane University, where he researched and wrote a dissertation examining schools, race and the making of modern New Orleans from 1900 to 1960.

Dig a little deeper, however, and it becomes clear why his work is so relevant. “There is generally an agreement today that there are great disparities along racial lines in American society and educational systems,” says Stern, who was hired as an assistant professor with UW–Madison’s Department of Educational Policy Studies in August. “But there is not a lot of agreement about how to go about addressing these disparities. I hope my historical research helps expose how deeply rooted these disparities are and how they’ve been built up and reinforced over long periods of time. It helps us realize just how bold strategies will need to be in order to undo the inequities.”

Stern’s decision to pursue a career in academia took a few years to germinate. After graduating from Yale with a bachelor’s degree in American studies in 2001, the native of New Orleans says he mainly knew he wanted to teach and write.

So he taught English for two years at a public high school in Greenville, Miss., where 99 percent of his students were African American. He then spent three years working as a reporter, the final two covering the education beat at the Savannah (Ga.) Morning News.

Hurricane Katrina slammed the Gulf Coast of the United States in August 2005, and the following year Stern was given the opportunity to return to his hometown to work as a consultant on New Orleans’ efforts to remake its public school system in the aftermath of the devastating storm. Over time, Stern says he became skeptical of the city’s move to an all-charter school system, and he decided to return to school, enrolling at Tulane.


Stern explains how his research on New Orleans, the city with the nation’s highest percentage of students in charter schools, details how past public school policies created the separate and unequal neighborhoods that undermine educational equity.

“In the Jim Crow era, officials concentrated black schools in undesirable areas and white schools in nascent subdivisions,” says Stern. “While white schools spurred public investment nearby, black schools invited divestment and demolition.”

Stern adds that his research shows how, in addition to targeting poor and minority students, charter school laws and practices encourage cycles of school “conversion” that destabilize the segregated communities where many disadvantaged children live.

Stern is under contract with Louisiana State University Press to turn his research into an upcoming book that’s due out in the spring of 2018.

“Unfortunately, my work doesn’t point to clear solutions to the disparities we see in American education,” says Stern. “I don’t have a 10-step plan. But if I’m able to expose a little part about how cities became separate and unequal along racial lines over long periods of time, hopefully we can better understand what led to these structural problems and better build something new.”

“IF I’M ABLE TO EXPOSE A LITTLE PART ABOUT HOW CITIES BECAME SEPARATE AND UNEQUAL ALONG RACIAL LINES OVER LONG PERIODS OF TIME, HOPEFULLY WE CAN BETTER UNDERSTAND WHAT LED TO THESE STRUCTURAL PROBLEMS AND BETTER BUILD SOMETHING NEW.” — Walter Stern
Alumni can use Badger Bridge to build connections with others

Badger Bridge is a new way to connect with current and future alumni. Whether you’re anxious to find a former classmate or are looking for some career advice, the new site from the Wisconsin Alumni Association (WAA) can help you bridge a gap.

One of the ideas behind Badger Bridge is that people who use the networking site will already have one thing in common — they attended UW–Madison.

“That might make it easier to reach out for a connection,” says David Nelson, director of alumni at WAA.

One of the goals of the free service is that alumni will sign up and offer to assist current students looking to find an internship, conduct informational interviews or ask about current openings in a professional field. In fact, when you sign up, the service will ask if you’re willing to help other Badgers and in what ways. Help might involve answering questions about education and employment, linking students with internships or reviewing resumes.

Many alumni have expertise about an industry or profession, and are eager to share that information, says Nelson.

“Badger Bridge allows alumni to post their degree and professional information so students as well as other alumni may reach out for resources,” he adds.

When a person sets up a Badger Bridge profile, if a LinkedIn profile exists, Badger Bridge will pull that information in, making signing up easy.

“We want to help Badgers help Badgers,” Nelson says. “The network exists and is only open to people from UW–Madison. You can use it as often or as rarely as you choose.”

To learn more or to sign up, visit badgerbridge.com
New campaign features School of Education alumni

Five School of Education alumni are featured as part of a statewide campaign to connect UW–Madison with each of Wisconsin’s 72 counties. “Boundless Together” features billboards, print and web ads, and a website (boundlesstogether.org) with personal stories that connect with each of the counties.

The campaign was paid for with private support and is just one more step in engaging the state with its flagship university.

School of Education alumni were contacted and interviewed for their stories. Scott Martino is a physical education teacher and a wrestling coach at Ladysmith High School. He graduated in 1982 in physical education and wrestled as well. He said UW–Madison professors and coaches set him on the path to provide a high-quality education to students in Ladysmith, where he has taught and coached for nearly 30 years. “The older I get, the more I value my UW–Madison education,” he says.

Don Osterday is a retired school counselor in Darlington and serves on the Darlington City Council and several of its committees. Although it took him 11 years to earn his master’s degree in school counseling, Osterday said the time was worth it. He uses the tools he learned at UW–Madison to improve his relationships in his community. “The UW–Madison counselor education degree taught me to listen, which I don’t think everyone does very well,” he says.

Both Rachael Holden-Kaufman and Tanya Kotlowski returned to their hometowns to work in education. Holden-Kaufman, who teaches at Superior High School, earned her master’s degree in educational psychology in 2009. She says her UW–Madison degree gave her the skills to manage a classroom. “It takes finesse to really get through to someone and have them learn,” she says. “That’s what my master’s gave me.”

Kotlowski traveled from Portage and Adams County to earn her master’s degree in educational administration from UW–Madison. She has taught in other school districts, and in 2011 returned to Adams-Friendship as principal of the high school where she graduated. She says the faculty at UW–Madison were influential in her career. “I didn’t know what a gift I was being given,” she says. “UW–Madison was what I needed to ground my career as an educator.”

Bob Wiedl, a physical therapist in Sparta, earned his UW–Madison degree and also returned home. “My UW–Madison education taught me that there is more to life than just you,” he says. “Thinking big and outside of the box was part of it.”

in support of future alumni, visit: supportuw.org/giveto/education
Pinned to a bulletin board in Douglas Rosenberg’s office in the Humanities Building is a white piece of paper with black, bold lettering that reads: “Art for the 21st Century.” It’s a simple reminder to the professor and chair of UW–Madison’s Art Department of his ongoing commitment to examining innovative ways to move his programs forward.

“Art departments are built on historical models,” says Rosenberg, who has chaired the department since September 2015. “These aren’t bad models but there is constant evolution and change in the field. Our challenge is to honor our past while evolving into an art department for the 21st century.”

The Glass Lab within the department, for example, has long been held in high esteem. It was 1962 when trail-blazing UW–Madison artist Harvey K. Littleton launched the nation’s first university-based studio program in art glass.

“This university has played a pivotal role in the birth of the American studio glass movement,” says Helen Lee, an assistant professor with the Art Department and director of the Glass Lab. “But it’s important that we consistently explore new projects and different ways of creating art that will make our Glass Lab increasingly relevant today and into the future.”

Since arriving on campus in 2013, Lee has led several projects with an eye toward the future. As just one illustration, Lee garnered School of Education funding in 2014 for a “Smart Bench” project. The bench features multiple cameras that can capture a person glassblowing from different vantage points. The video footage — time synced to appear on a screen with different camera angles — allows students to more closely examine the nuanced details of glass blowing.

“Such innovation is widespread across the Art Department. In Matt Mauk’s Art 212 (Drawing II) classes this fall, for instance, he not only taught his students the finer points of drawing with traditional media like colored pencils and pastels, but he also allowed the students to create 3D art using the latest in virtual reality (VR) technology.

“Some old-school artists view VR as a fad or toy,” says Mauk, a third-year master of fine arts student. “I think it’s important to expose our students to new technologies and opportunities.”

Meanwhile, UW–Madison recently ramped up efforts to increase its Summer Term offerings — both in person and online — to help undergraduates more easily complete their degrees in a timely fashion. And the Art Department was a Summer Term leader within the School of Education. In 2015, there were 74 undergraduate enrollments in Summer Term art classes, a figure that jumped to 101 this past summer. The art class that enrolled the most students in Summer 2016 — Art 208 (Current Directions in Art) — was a newly developed hybrid course where students met with peers and the instructor in online forums using video chats.

“Artists know how to solve problems in creative ways,” says Rosenberg, who played a key role in developing the hybrid course and who is working on developing a suite of online art courses for Summer Term 2017. “We have people who know how to do video, technology and design, so we were able to create an online course in a fraction of the time it would have taken otherwise, at a fraction of the cost.”

As it looks to the future, the Art Department during the 2016–17 academic year is going through its university mandated 10-year review, while also undergoing a reaccreditation process through the National Association of Schools of Art and Design.

“We’ll continue to respect our past while looking at ways to move this department forward in bold, new directions,” says Rosenberg.
Under the leadership of dance pioneer Margaret H'Doubler, UW-Madison became the first university to offer a degree program in dance in 1926.

Nine decades later, the department is celebrating this milestone throughout the 2016-17 academic year with a full season of dance concerts and alumni events featuring special guest artists and dance scholars.

During the 2016 fall semester, the Dance Department welcomed 1981 alumnus Jamie McHugh, who was a protégé of Anna Halprin (BS ’42), one of the department’s most notable alumna. McHugh worked with dance students and community members during a two-week residency Sept. 18-30 that culminated in a staging of Halprin’s seminal work “Circle the Earth — A Dance in the Spirit of Peace.”

Halprin’s “Circle the Earth” began in 1981 as a performance piece of 15 performers and evolved over a decade into a community ritual of over 120 performers. What started as an effort to reclaim a local mountain from a trail-side killer later developed into a healing and peace ritual to support the health of people with HIV and cancer. Though the themes of this dance have varied, the nine scores that compose “Circle the Earth” create a consistent infrastructure that can be adapted by any community.

During McHugh’s residency, the department also screened “Breath Made Visible,” a documentary film by Ruedi Gerber that captures the life and career of Halprin.

Meanwhile, the 2017 Faculty Concert will feature work from faculty artists Kate Corby, Li Chiao-Ping, Marlene Skog, Chris Walker, Jin-Wen Yu and Dance Lecturer Liz Sexe. The Faculty Concert will run Feb 2-4 and 9-11.

Internationally acclaimed choreographer and Dance Department alumna Rosalind Newman (BS ’74) will be in residence Jan. 17 to Feb. 4 to work with dance degree students on a performance to be featured in this year’s concert. Newman has created a body of over 80 works. Her original New York company, Rosalind Newman and Dancers, had major seasons in New York at the Joyce Theater and Dance Theater Workshop, and toured the U.S. and Europe performing in many prestigious international festivals and venues.

And from April 26 to 30, the Dance Department will host a 90th Anniversary Festival Celebration.

The festival features four alumni concerts, 20 master class sessions, five panel discussions, an IATech exhibit, a film screening at the Chazen and a Friday Forum Lecture by Dance scholar Janice Ross of Stanford University.

Ross is the author of four books including, “Anna Halprin: Experience as Dance” and “Moving Lessons: The Beginning of Dance in American Education,” which gives a detailed account on the origins and influence of dance in American universities, focusing on Margaret H’Doubler.

Panels, which will include dance alumni from across the globe, will be presented on: Margaret H’Doubler; Dance and Technology; Dance as Healing; Dance as Education in Pre-K–12; and Dance as Education in Higher Education.

Alumna Lise Friedman (BS, ’76) will present her film, “If the Dancer Dances,” at the Chazen Museum. This feature-length documentary preserves great modern dance works and reveals the workings of this evanescent art form.

The Dance Department welcomed alumnus Jamie McHugh to campus during the fall semester for a two-week residency, which culminated in a staging of “Circle the Earth — Dance in the Spirit of Peace.”

The schedule for the 90th Anniversary Festival will be updated as events are confirmed. Stay connected by visiting the Dance Department’s Facebook Page at:

facebook.com/dance.wisc.edu
Education researchers have long examined the best ways to help students learn mathematics more efficiently and effectively.

What’s unique about some of the most recent work on this topic is how scientists are taking a look at the role our bodies, and particularly our hands, play in changing our thinking.

In particular, there is growing research that shows how gestures not only represent ideas but can actually influence mathematical reasoning.

UW–Madison’s Mitchell Nathan is on the leading edge of this work and recently received a grant worth nearly $1.4 million to further examine the links between gestures and how people think and learn about math. The research project through the Institute of Education Sciences (IES) is titled, “How Dynamic Gestures and Directed Actions Contribute to Mathematical Proof Practices.”

Nathan, a professor of the learning sciences with the Department of Educational Psychology, says that emerging research on cognition and mathematics education shows that math ideas can be learned through action-based interventions. Nathan has already published studies that indicate people who make certain motions while conducting mathematical reasoning tasks are more likely to get correct answers.

In addition to an empirical basis for Nathan’s latest study, he explains that there also is a theory in the field of embodied cognition that we are not simply pure mental, software kinds of thinkers.

“The theory is that we actually engage our bodies in many of the intellectual activities that we do, even though we tend to think of them as mental or ‘in our heads,’” says Nathan, who directs the Center on Education and Work. “It appears gestures contribute uniquely to our ability to think, especially when talking about complicated things.”

The IES-backed project Nathan is principal investigator of will explore how students’ speech patterns and movements affect their understanding of mathematics. Over the next four years, the researchers will conduct six different studies in high schools and colleges throughout Texas and Wisconsin.

UW–Madison’s Peter Steiner, also a faculty member with the Department of Educational Psychology, is a co-principal investigator on this grant, as is Candace Walkington. Walkington conducted a post-doctoral fellowship with Nathan at UW–Madison from 2010-12, and today is an assistant professor of teaching and learning at Southern Methodist University. The team is also working with SMU Guildhall, a leading digital game-development program.

At the heart of the new study is “The Hidden Village,” a motion-capture video game the team developed. The game, which was designed for a computer with a Microsoft Kinect 2 motion-capture camera attached, features an episodic story paired with directives for arm movements. “The Hidden Village” helps foster learning by pairing motions with geometry proofs.

The research will examine whether such actions can create and influence learning, thinking and mental organization. This mind-body partnership, called “embodied cognition,” is driving new approaches to learning subjects such as math.

“Much of math education is about learning rules and procedures but geometry proof is different,” says Nathan. “Students have to learn how to think conceptually about why certain statements about shapes are true, and how to explain it to others so they are convincing. We think that level of mathematical understanding is embodied.”

Nathan cautions that such research is early, basic science. But he adds that this project offers tremendous potential to open doors to new areas of inquiry.

“We’re looking for information that can fit into a larger piece of the greater whole about how we process information and how we share information with others,” says Nathan.
KINESIOLOGY

Bell’s research puts spotlight on hazards of sports specialization

There is a growing sense among those who pay attention to youth and high school athletics that more and more young people are focusing their efforts on excelling at a single sport, instead of playing a variety. Although sports specialization is a hot topic, there is a surprising dearth of research on this issue says David Bell, an assistant professor with the Department of Kinesiology’s athletic training program.

So Bell, who directs the Wisconsin Injury in Sports Laboratory, and colleagues from across UW–Madison decided to collect data on this topic and produced a groundbreaking study that was published earlier this year by the American Journal of Sports Medicine. Titled, “Prevalence of Sport Specialization in High School Athletics,” this one-year observational study found that 36.4 percent of athletes were considered highly specialized. And the researchers found that these highly specialized athletes who trained in one sport for more than eight months out of the year were more likely to report a history of knee and hip injuries.

Bell is the lead author on the report, which was co-authored by, among others, Department of Kinesiology Ph.D. students Eric Post and Stephanie Trigsted. Since that original study was published, Bell and research partners across campus have been busy replicating the initial findings with slightly younger athletes (ages 12 to 14) and larger cohorts of high school student-athletes. Bell says this work consistently shows that about 35 percent of young athletes are highly specialized — and that these athletes are two to three times more likely to have a knee or hip injury.

If there is a key takeaway for young athletes and their parents, Bell says simply, “Make sure your children are getting breaks in competition.”

Anatomy courses find new home on campus

The School of Education’s Department of Kinesiology is the new home base for UW–Madison’s undergraduate-level anatomy courses.

The university’s School of Medicine and Public Health (SMPH) previously administered these classes. Given that SMPH is focused on professional and graduate-level education, the move to the Department of Kinesiology, with its commitment to quality undergraduate education, made sense.

“It’s a great fit for the department,” says Julie Stamm, an associate lecturer with the Department of Kinesiology who developed the courses and is the classroom instructor. “We house medical fields such as athletic training and occupational therapy, and we study movement of the human body.”

Most students taking the classes, says Stamm, plan to pursue careers in healthcare fields. The course taught by Stamm during the 2016 fall semester was titled “Kinesiology 328: Human Anatomy.”

The class is designed to provide a strong foundation in anatomy for students interested in pursuing a career in a health-related field. It also emphasizes a clinical approach that will help students make informed decisions about their own health and prepare them for future studies and practice as a clinician in a variety of health settings.

“Anatomy is traditionally a class that involves a lot of memorization,” says Stamm, who holds a Ph.D. in anatomy and neurobiology from Boston University and an undergraduate degree in athletic training from UW–Madison’s Department of Kinesiology. “But we’re trying to change that dynamic and focus on getting students to think critically about how they can really use the information they are learning in this class in clinical settings.”

Stamm is also helping develop a non-cadaver anatomy lab course that is scheduled to launch during the 2017 spring semester. A year from now these courses are expected to serve about 1,000 students per academic year.
Fuller selected for new national leadership program

How do we create better, more equitable health for all? That’s the question that 40 doctoral students from across the country will explore as part of the new Health Policy Research Scholars program being led by Johns Hopkins University, with support from the Robert Wood Johnson Foundation.

And one of those being selected in September to join the program is UW–Madison’s Regina Y. Fuller, a doctoral student with the School of Education’s Department of Educational Policy Studies. Fuller works with Lesley Bartlett, a professor with the Department of Educational Policy Studies.

As part of the inaugural cohort of scholars with the program, Fuller plans to build research on how African-born adolescents, in the United States and West Africa, interact with community-based spaces around issues of reproductive health and pregnancy prevention.

“Too often high rates of teenage pregnancy persist in underserved communities, and teen mothers are unable to continue secondary or collegiate education,” says Fuller. “In my research, I will examine how community based programs provide sexual education to African-born youth and support to young mothers using culturally responsive, asset-based models. This comparative study aims to build evidence and contribute to better policies on sexual education programs for African youth both here in Madison and abroad.”

As part of the Health Policy Research Scholars program, Fuller also will be developing high-level leadership skills through professional coaching, mentoring, networking and an advanced health policy curriculum. Fuller says she will spend the first two years of the fellowship completing her doctoral coursework at UW–Madison while taking an online course in health policy at Johns Hopkins and participating in summer health policy institutes in Washington, D.C. Fuller will also conduct her comparative study and write her dissertation during the last two years of the fellowship.
Madison365.com posted a news article in July about the Xicanx Institute for Education and Self-Determination, which is the brainchild of Jorge F. Rodriguez, a doctoral candidate with the Department of Curriculum and Instruction. Rodriguez, who also holds a master’s degree from the School of Education’s Department of Counseling Psychology, is the instructor and author of the curriculum that was used within the two-week institute held in August at Madison East High School. It embraces a Freirian framework based in horizontal learning where students are experts in their own experiences and realities, and where both the student and the teacher may enter into a learning environment where they both may learn from each other’s context and contribution. UW–Madison School of Education Dean Diana Hess was among the people who visited the institute this summer.

Felice Amato delivered the keynote talk at Kutztown University’s 78th annual Art Education Conference on Nov. 18. Amato is a Ph.D. candidate with the School of Education’s Art Department. This year’s conference theme was “Performing Stories,” and focused on using narrative pedagogy while learning and teaching art. Artists, performers and educators appeared alongside Amato at the conference to discuss how individual, societal and cultural stories affect classroom dialogue. Amato works with puppets in her art to explore many different narrative themes such as motherhood, desire, love and loss. Amato and other groups that specialize in object performance, like puppetry, led a workshop at the conference.

Members of UW–Madison’s Athletic Training Students for Brain Safety (ATSBS) group were in Baltimore in June to promote the expansion of their grass roots organization at the annual meeting of the National Athletic Trainers’ Association (NATA). ATSBS is an education and advocacy group that promotes brain safety on the campus and greater Madison community. Its members have used funds from a Baldwin Wisconsin Idea mini-grant to pursue chapter organizations at the state and regional levels. UW–Madison’s athletic training (AT) program is housed within the School of Education’s Department of Kinesiology.

Laura Hamman in October received a 2016 Doctoral Dissertation Grant from The International Research Foundation (TIRF) for English Language Education to help fund her dissertation research. Hamman is a Ph.D. candidate with the Department of Curriculum and Instruction. Her dissertation is titled: “Language and Identity in Dual Language Immersion: A Comparative Study of Being and Becoming Bilingual.” As part of the study Hamman is collaborating with classroom teachers to design a bilingual book project to see how the process of creating a bilingual text shapes student learning, second language acquisition and investment in becoming bilingual. The grant money will be used to print individual copies of the books for all students and teachers.

Mauriell H. Amechi in September was awarded an ACPA Foundation Grant for his research project, “Straight out of Foster Care: A Qualitative Anti-deficit Study of Student Achievers.” Amechi’s research focuses on the experiences of underserved populations in higher education, with a particular emphasis on foster care youth and their college transitions. Amechi is an Advanced Opportunity Research Fellow and doctoral candidate in the Department of Educational Leadership and Policy Analysis.

The Association for the Study of Higher Education announced that Valerie Crespin-Trujillo is joining the ASHE Board of Directors as the organization’s graduate student representative. She was elected to serve a two-year term. Crespin-Trujillo is a Ph.D. student with the Department of Educational Leadership and Policy Analysis.
Faculty members at UW–Madison are playing a key role in a new federally funded research project designed to examine business practices that lead to companies hiring and retaining workers with disabilities. This initiative is especially important, researchers say, because it’s estimated that nearly 60 percent of people with disabilities are unemployed in the United States.

“This project is unique and exciting because it’ll allow us to work with the private sector on solutions that are important to society,” says UW–Madison’s Timothy Tansey, an assistant professor with the Department of Rehabilitation Psychology and Special Education.

Virginia Commonwealth University (VCU) is the lead institution on this $4.37 million Rehabilitation Research and Training Center grant announced in November, with UW–Madison’s subcontract on the project worth $1.75 million. The award is from the National Institute on Disability, Independent Living, and Rehabilitation Research.

Funding will support four studies, two of which will be led by UW–Madison’s Fong Chan, the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology. The overall project, which is being led by VCU Professor Paul Wehman, runs through 2021.

In recent years, Chan, Tansey and colleagues within the department have been working with partners in Wisconsin and across the nation on major research projects that aim to assist state vocational rehabilitation (VR) agencies. The state-federal VR program serves about one million individuals per year and spends more than $2.5 billion in helping people with disabilities achieve their independent living and employment goals. The 80 state VR agencies across the nation often operate in different ways, so the UW–Madison researchers and colleagues around the United States are looking to find, tease out and then amplify the most effective practices.

“We now look forward to working closely with companies of all sizes to learn more about what they are looking for in workers and to study practices that are effective in hiring, training and integrating workers with disabilities into successful businesses,” says Chan, who chairs the Department of Rehabilitation Psychology and Special Education, and in April received the Distinguished Career Award from the National Council on Rehabilitation Education.

The two projects led by Chan at UW–Madison include:

- A review of literature and in-depth case studies of successful business practices, both in the U.S. and across the globe, to identify key factors in employment outcomes of people with disabilities. As part of this study, researchers will conduct a qualitative case study with nine companies of different sizes that are identified as highly successful employers of people with disabilities.

- An analysis of effective measures utilized by employers to assess outcomes for hiring, retention and advancement of individuals with disabilities. The purpose of this study is to develop and validate a comprehensive employment outcome measure to track hiring, retention, workplace integration, career advancement and quality of employment for people with disabilities.

The two other studies that are part of the new research project will be led by VCU, with the largest of the four studies involving Bon Secours Virginia Health System, which is regarded as a leader in the hiring of people with disabilities. This project will provide an intensive study of the large health system’s business practices to promote employment outcomes for people with disabilities.

Another VCU research study, which will be conducted in Richmond, Va., will involve working with up to 75 employers of various sizes. This study will look at the real-time decision-making processes that supervisors go through when deciding to hire, retain or promote people with disabilities.

“We look forward to working closely with companies of all sizes to learn more about what they are looking for in workers and to study practices that are effective in hiring, training and integrating workers with disabilities into successful businesses.”

— Fong Chan
EDWARDS AUTHORS, ‘NEW WAYS TO ENGAGE PARENTS’

Patricia Edwards is the author of a new book titled, “New Ways to Engage Parents: Strategies and Tools for Teachers and Leaders, K-12.” Edwards received her Ph.D. from the School of Education’s No. 1-ranked Department of Curriculum and Instruction in 1979. Today she is a professor with the Department of Teacher Education in Michigan State University’s College of Education.

According to materials previewing the book: “Just as populations change, ideas about how to encourage and work with parents also need to evolve. This practical resource by bestselling author Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents.”

Barbara Levine
BS 1959 — English Education
Barbara continues to work as an editor at the Center for Dewey Studies, Southern Illinois University, Carbondale. Her long-standing project has been to edit the “Works About Dewey,” which is available online at the Center for Dewey Studies website (deweycenter.siu.edu).

Sharon Anderson Schwille
BS 1983 — Teacher Education
Sharon had her first book published in July 2016 by Information Age Publishing, “Never Give Up: An Experienced Teacher Overcomes Obstacles to Change” is the true story of an elementary teacher who struggled for years to change her teaching practices before experiencing success.

Alice Esther Cohan Heisman
BS 1966, MA 1968 — English Education
Alice is now president of WriteBooksRight, an editorial/literary agency that helps book authors develop the book of their dreams. Her clients include both nonfiction and fiction authors, including those writing memoirs, political parody, textbooks and novels. She can be contacted at: WriteBooksRight.com

William Brescia Jr.
MS 1973 — Curriculum & Instruction
William has a new job as Planner for Division of Education at Mississippi Band of Choctaw Indians. William reports that he tried retirement but it didn’t stick.

Kathy Chazen
BS 1974 — Elementary Education
Kathy is thrilled to be co-hosting a School of Education event next spring in New York City. Kathy is hoping to connect with many alumni. Contact Kathy (kachazen@gmail.com) if you would like to join the event.

Joanne Yatvin
Ph.D. 1974 — Curriculum & Instruction
For more than a year Joanne has been writing a blog called “The Treasure Hunter.” The original aim was to tell the world about all the good things going on in public schools and universities. But because good news is more scarce than expected, Joanne also writes about some of the bad things and suggests changes.

Alice Dewey Goldstone
BS 1976 — Elementary Education
Alice is currently a co-producer at Paramount Pictures on an animated feature film titled “Amusement Park.”

Luanne Brown Woolf
BS 1976 — Education
Luanne is a retired police sergeant that was actively involved in school programs. Luanne left policing to take over as a security director for an area school district. Now Luanne is teaching part-time face-to-face and online criminal justice classes at John A. Logan Community College, Carterville, Ill. Luanne was recently certified Master On-Line Teacher through the University of Illinois.

Joan M. Lakebrink
Ph.D. 1977 — Educational Administration
Joan retired as a Vincent dePaul Professor at DePaul University in Chicago.

Beth Verdin
MA 1977 — Education Administration
After retiring, Beth has become a specialist in Medicare insurance options. Beth’s goal is to educate beneficiaries in the options available to them while simplifying the complicated system of Medicare.

William Bozeman
Ph.D. 1978 — Educational Administration
William continues to enjoy “semi-retirement” with his wife, Dee (class of ‘78 also), their two sons and a grandson. They divide their time between homes in New Smyrna Beach, Fla., and Oxford, Miss. He continues to be closely involved in education as a University of Central Florida professor emeritus and his two consulting groups. He also recently completed his appointment to the UW School of Education Board of Visitors.

William Kluba
MFA 1978 — Art/Painting
William’s book, “Where Does Art Come From, How to Find Inspiration and Ideas,” published in 2014 by Allworth Press, will be published in China by the end of this year. William also retired from 59 years of college teaching in April of this year from Tunxis Community College in Farmington, Conn., where he was program coordinator, department chair and gallery director. William’s website: williamkluba.com

Ellen Sorrin
MS 1979 — Counseling & Guidance
Ellen has been working in the arts since graduate school, as director of the George Balanchine Trust and a trustee of the Jerome Robbins Trust/Foundation. Ellen has recently been selected to serve on the Tony Awards Nominating Committee. Ellen’s teaching and counseling background has been invaluable in her work with artists.

Mark Gillen
BS 1980 — Elementary Education
Mark, interim associate dean in the College of Education and Professional Studies, department chair of Counseling and School Psychology and program director of the School Counseling Program at the University of Wisconsin-River Falls, has been named the recipient of the 2016-17 Dr. Keith G. Wurtz Award for Teaching Excellence.
Karen Frank Barney
BS 1965 — Occupational Therapy
MS 1982 — Continuing & Vocational Education

Karen L. Garst
Ph.D. 1982 — Curriculum & Instruction

Paula Dail
Ph.D. 1983 — Continuing & Vocational Education
Paula’s most recent book, “Mother Nature’s Daughters: 21st Century Women Farmers,” published by McFarland Publishing Company, was released on October 17. The book includes eight stories of smart, independent, hard-working, politically astute women farmers who love what they do, and do it well. Because nearly half of the nation’s farmland is now owned by women, these women farmers are the new faces of the farm economy.

Dennise Gackstetter
BS 1983 — Art Education
Dennise still heads the Art Education program at Utah State University and was recently promoted to senior lecturer. The Utah Art Education Association honored Dennise with the award of Higher Education Art Educator of the Year 2015-16.

Dee Boyle Clapp
BS 1983 — Art Education
Dee, the director of the Arts Extension Service at the University of Massachusetts Amherst, co-edited and released the sixth edition of the seminal “Fundamentals of Arts Management,” which is used by 45 percent of the colleges and universities that teach arts management. In the book, Dee wrote the online fundraising chapter, and co-wrote the chapter, “Greening Your Arts Nonprofit Organization,” with Sarah (Brophy) Sutton, titled after a course that Dee teaches at UMass.

Andrea Deau
BSE 1986 — Secondary Education/German
When the Berlin Wall fell, Andrea used text-based emails and Usenet groups with students in northern Wisconsin schools to communicate with Germans about what was really happening in the country at that time. Andrea’s use of technology at a time when it was so new in K-12 introduced many new opportunities. Since Andrea’s teaching days, she has worked as a K-12 technology coordinator, an education technology liaison at WiscNet, as an academic technology services director in a technical college and is now an IT director for the University of Wisconsin Extension pushing the limits of technology to support competency-based education with UW System partners. Andrea writes; Who would have thought an education degree in German would lead to a career in IT?

John M. Dirkx
MS 1981 — Continuing & Vocational Education
Ph.D. 1987 — Continuing and Vocational Education, Educational Psychology
John was selected for the 2016 International Adult and Continuing Education Hall of Fame. From the IHOF website, “The Hall of Fame honors leaders in the fields of continuing education and adult learning, and serves as a record of inspiration for the next generation of continuing education leaders.”

David Cooper
BSE 1988 — Secondary Education/Math
As the department head for the Pre-curriculum Department at Wake Technical Community College, David’s department was awarded The John Champaign Memorial Award for Outstanding Developmental Education Program. This national award is given out once a year by NADE.

GALLAGHER-LEPAK NAMED TO DEAN POST AT UW–GREEN BAY

Susan Gallagher-Lepak was named June 27 to the position of founding Dean of UW–Green Bay’s College of Health, Education and Social Welfare.

Gallagher-Lepak was the second dean to be appointed in UW–Green Bay’s new four-college model, the first major restructuring of academic administration at the university in two decades.

Gallagher-Lepak earned her Ph.D. in rehabilitation psychology from UW–Madison’s School of Education in 1996. Gallagher-Lepak had served as chair of UW–Green Bay’s Nursing programs and Director of UW–Green Bay’s BSN-LINC (a national online bachelor of science in nursing) program since 2012.

Kim L. Gary
MS 1990 — Counseling Education
Kim retired from Madison East High School in June of 2014 as a counselor and AVID 12 elective teacher. Since then, Kim has taken the last two years to write a book titled “H.S. Counseling Wisdom, Relentegrity — the Relentless Pursuit of Integrity.” Kim considers it a quick reference handbook for new and veteran counselors as well as important information for other educators, students, parents and community members.

Andrea Rose
Ph.D. 1990 — Curriculum & Instruction
Andrea has been a professor of music education at Memorial University of Newfoundland, Canada (her home province) since 1990. She is the recipient of several teaching awards, including Memorial University President’s Award for Distinguished Teaching. She is a 5M National Teaching Fellow, the highest award granted by the Canadian Society for Teaching and Learning in Higher Education. In 2012, she was a recipient of the Queen’s Diamond Jubilee Medal for her contributions to music and arts education in Canada.

Jim Schmitt
BS 1990 — Chemistry Education
Jim just finished his first year as the Executive Director of Teaching & Learning with the Eau Claire Area School District. This is Jim’s 27th year with the District.

Chip Hunter
MS 1994 — Counseling
Ph.D. 1996 — Counseling Psychology
Last year Chip retired from teaching at the University of New Mexico, and now works in the field full-time for Doctors Without Borders/Medecins Sans Frontieres (MSF) after several years of part-time activities. Most recently, Chip spent last year as the MSF project coordinator in Nyarugusu, Tanzania, the world’s third largest refugee camp, working with Burundians and Congolese fleeing violence. Chip’s wife Katie Hunter, MBA 2010, also works in the field with them as a project administrator.
**Gillette Leading Seton Hall’s College of Education and Human Services**

Maureen Gillette was named the new dean of Seton Hall University’s College of Education and Human Services, a post she started on Aug. 1.

Gillette earned her Ph.D. from the School of Education’s No. 1-ranked Department of Curriculum and Instruction in 1990, with a minor in educational administration from the Department of Educational Leadership and Policy Analysis.

Gillette had previously served as the dean of the College of Education at Northeastern Illinois University.

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**Robin Rebholz Kvalo**

BSE 1981 — Elementary Education  
MS 1998 — Educational Administration  
Robin, Wisconsin’s 2016 Secondary Principal of the Year (POY), participated in the NASSP POY Institute in Washington, D.C., in mid September with 49 other Principals of the Year from around the country. The week was filled with leadership workshops, a special awards night and a visit to Capitol Hill where Robin met with Wisconsin Sen. Tammy Baldwin, Sen. Ron Johnson and Rep. Glenn Grothman to discuss upcoming legislative votes that will greatly affect education in Wisconsin.

**Pamela Delfosse**

MA 1999 — Educational Policy Studies  
Pam has joined the National Foreign Language Center faculty as Senior Content Specialist. In this role she supports effective teaching and learning of 11 less commonly taught languages across the nation through the federally funded STARTALK Program (https://startalk.umd.edu). The mission of STARTALK is to increase the number of teachers and students of Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

**Michael Hertting**

BSE 1981 — Elementary Education  
MS 1986 — Educational Administration  
Ph.D. 2000 — Educational Administration  
Mike recently retired as chief of school operations for the Madison Metropolitan School District, previously serving the assistant superintendent for elementary schools and as a principal at two schools. Mike previously worked in the DC Everest, Anoka-Hennepin and Wausau school districts. Mike is looking forward to the next journey in life.

**Cristina Gomez**

Ph.D. 2000 — Educational Administration  
Cristina is an assistant professor at Ithaca College.

**Ben Jaeger**

BM 2000 — Music Education  
Ben is an instrumental music educator at James Madison Memorial High School. Ben is responsible for four bands, an advanced guitar class and a beginning guitar class. Ben has been a grant recipient in 2009, 2012, 2014 and 2015. He was also awarded Madison Area Music Awards Teacher of the Year 2014, Rock Album of the Year 2016 (Sunspot), Hard Rock Song of the Year 2016 (Sunspot). Ben is a father of two and a husband to Allison.

**Alan Rieck**

Ph.D. 2000 — Curriculum & Instruction  
Alan has been named Assistant Vice President and Assistant Dean of Undergraduate Education at Penn State.

**Marc Kornblatt**

BSE 2001 — Elementary Education  
Marc is now a full-time filmmaker. Most recently, Marc screened his full-length documentary, “What I did in Fifth Grade,” at film festivals in Kentucky and Nova Scotia. The film chronicles his final year as a teacher. Marc’s current project is a web series about Israel, “Rock Regga” (http://refugefilms.net/rock-regga/), and shares stories not typically seen in the mainstream American media.

**Eric Michael Carlson**

BSE 2002 — History/Secondary Education  
Eric has recently begun a third year working abroad at Beijing National Day School, where he teaches IB theory of knowledge and AP human geography in addition to serving as Dean of Students. He reports that China is a fascinating place to teach and live and our students are incredible.

**Victoria Moerchen**

MS 1994 — Therapeutic Science  
Ph.D. 2002 — Kinesiology  
Victoria, an associate professor at UW–Milwaukee in the Department of Kinesiology in the College of Health Sciences, recently received a $784,984 award from the Health Resources and Services Administration to support and train undergraduate students from economically and educationally disadvantaged backgrounds for entry into graduate programs in maternal and child health fields.

**Sarah Pfister Johnston**

MS 2004 — Rehabilitation Psychology  
Sara, an assistant professor in rehabilitation counseling at Texas Tech University Health Sciences Center (TTUHSC), has received a TTUHSC President’s Award for Inter-professional Teamwork for her contributions to TTUHSC Global Health Trips to Nicaragua and Peru. Sara and TTUHSC students have provided teaching materials, and education and training on behavioral interventions to the teachers and students at the special education school in Jinotega, Nicaragua. Sara has developed mental health education materials for community-based clinics in rural Lima, Peru.

**Benjamin Madeska**

BS 2004 — Art  
This year, Benjamin’s paintings have been included in 17 different exhibitions across the country in various galleries, museums, and universities. These exhibitions include the 8th National Juried Show at Prince Street Gallery in New York and the 27th Annual Juried Show at the Las Vegas Contemporary Art Center in Las Vegas.

**Sarah Van Dyke**

BM 2004 — Music Education  
Sarah recently opened “Revel,” a modern workshop and event space just off the Capitol Square in Madison. Revel curates a schedule of creative workshops (everything from modern calligraphy to craft cocktail mixing), has a drop-in Craft Bar for people to do accessible DIY projects while sipping a cocktail, and hosts private events in their inspiring space. When Sarah graduated she had aspirations of working in arts administration ... and 11-plus years and multiple career paths later that’s finally where she has landed. It’s never too late to chase your dreams, she says.
Wanda is the founder of the CID Group, Ph.D. 2009 — Curriculum & Instruction

Amanda Schmitt
BS 2009 — Art

Sarah earned tenure and was promoted to associate professor at the University at Buffalo’s Graduate School of Education.

Kevin Reitman
BSE 2007 — Secondary Science Education

Kevin is currently the principal at Holy Family in Whitefish Bay, Wis. This is Kevin’s third year at the K4-8th grade Catholic school.

Sarah A. Robert
Ph.D. 2009 — Educational Policy Studies

Sarah earned tenure and was promoted to associate professor at the University at Buffalo’s Graduate School of Education.

Amanda Schmitt
BS 2009 — Art

Amanda has been appointed director of programming and development for UNTITLED, Art, an international art fair taking place in Miami Beach and San Francisco.

Kelter, who was a member of the Badger women’s soccer and women’s hockey teams during her time on campus, played a leading role in helping the U.S. defeat France 19-5 to finish fifth at the Summer Games.

Chelsea Mc Nerney
BSE 2010 — Elementary Education

Chelsea found a niche in marketing and is now a senior mobile marketing specialist for The Bon-Ton Stores (think Boston Store & Younkers) in Milwaukee. Chelsea reports that she loves the digital space, the path it took to get here.

Kelsey Engelbreton Wagner
BSE 2010 — Special Education

After spending six years teaching in a high school cross-categorical special education classroom, Kelsey recently made a career change to work in higher education, and now works as a student success coach at Southwest Technical College in Fennimore, Wis. Kelsey is excited about how her experience in K-12 education will impact her work at the post-secondary level.

Lisa Hennessey
BSE 2011 — Secondary Education/Math

Lisa is currently in her sixth year teaching geometry and algebra 2 at Sun Prairie High School. She also has been the dance coach at Sun Prairie as well. This year she took the leadership role of teaching, learning and equity council (department chair), and will graduate this spring from UW-Madison with her master’s in educational leadership, certified to be a principal, director of instruction, and director of pupil services. She purchased a house in Madison last summer (2015) and is enjoying much time at Badger football and basketball events.

Mark Clement Mleziva
BSE 2011 — Secondary Education/Political Science

Mark is entering his last year of theology studies in Rome before his ordination to the priesthood in the Catholic Church on July 1, 2017. This past September Mark was ordained a deacon at St. Peter’s Basilica.

Cam Stanley
BSE 2011 — Secondary Education/English

Cam started a new job at Cadott (Wis.) High School this fall after successfully completing Peace Corps service from 2012-14 in Malawi, Africa. Cam and a current Peace Corps Volunteer in Malawi have coordinated a pen pal program where students in Malawi will be sending letters back and forth with American students at Cadott.

Leonard Taylor
MS 2011 — Educational Leadership & Policy Analysis

Leonard recently completed a Ph.D. in organizational leadership and policy analysis at the University of Minnesota, and started a tenure-track assistant professor position in the College of Education at Mississippi State University. Leonard will also be co-hosting a TV show on the History channel set to air this fall.

Teddy Bruce
BSE 2012 — Secondary Education/History, Secondary Education/Social Studies

After serving in the Peace Corps teaching in a small West African village, Teddy Bruce now works as a management & program analyst at the U.S. Department of Education in Washington, D.C.
HOLMES NAMED OVERTURE CENTER’S DIRECTOR OF DIVERSITY, INCLUSION

Edward Holmes in September was named the Overture Center for the Arts’ new director of diversity and inclusion.

Holmes is a member of the UW–Madison School of Education’s Board of Visitors. A native of Washington, D.C., Holmes came to UW–Madison, where he completed undergraduate degrees in English and political science, a master’s in social work and a Ph.D. from the School of Education’s Department of Educational Leadership and Policy Analysis.

His 38-year career in the Madison community focused primarily on implementation of creative community based educational programs and creating inclusive, engaging and academically successful public schools.

John W. Johnson
MS 1994 — Special Education
MS 1999 — Educational Administration
Ph.D. 2012 — Educational Leadership & Policy Analysis

John has been named director for literacy and mathematics at the Wisconsin Department of Public Instruction. He previously served the DPI as Communications Director for over a decade. John teaches an educational leadership graduate course at Edgewood College, and was an assistant professor, assistant principal, learning coordinator, and teacher in Wisconsin and New York.

Mark Paige
MS 2006, Ph.D. 2011 — Educational Leadership & Policy Analysis


Lauren Gatti
Ph.D. 2012 — Curriculum & Instruction

Lauren’s monograph, “Toward a Framework of Resources for Learning to Teach: Rethinking U.S. Teacher Preparation,” was just published by Palgrave Macmillan. In addition, a research project on teacher preparation in Chicago — conducted in collaboration with UW-Madison graduate Hilary Conklin — was recently awarded a $50,000 Spencer Foundation small grant.

Erich Pitcher
MS 2012 — Educational Leadership & Policy Analysis

Erich completed his Ph.D. at Michigan State University in higher, adult, and lifelong education in May 2016. Erich’s dissertation examined how organizations shaped the experiences of 39 transgender academics. He also began serving as the associate director of research and communication for diversity & cultural engagement at Oregon State University.

Daihui Wang

MS 2012 — Rehabilitation Psychology

Daihui is working in Wicab, Inc., a medical device company in Middleton, Wisconsin. The company develops assistive technology for profoundly blind people. As a research specialist, Daihui is responsible for training assistive devices, counseling clients with rehabilitation plans, and monitoring clients’ progress. In addition, as the operation director of China, Daihui oversees the budget, sales, and government relationships of the Chinese subsidiary.

Caleb Mabis
BS 2013 — Kinesiology

Caleb graduated from the University of Wisconsin–Madison School of Medicine and Public Health Physician Assistant Program in May, 2016. He recently accepted a physician assistant position working in orthopedic surgery and sports medicine with Beaver Dam Community Hospital.

Daniela Busciglio
Ph.D. 2015 — Curriculum & Instruction

Daniela joined the faculty at the University of Oklahoma in 2015 as assistant professor of Italian and second language acquisition and Italian Language Program Coordinator, just after successfully defending her Ph.D. at UW–Madison. She currently serves as head and faculty advisor of the Italian section in the Department of Modern Languages, Literatures, and Linguistics at OU. She also serves as the World Language Education liaison to the OU College of Education and to the Oklahoma State Department of Education and organizes MLLL’s annual graduate teaching assistant orientation and training.

Dr. Saili S. Kulkarni
MS 2010, Ph.D. 2015 — Special Education

Saili is now an assistant professor at California State University Dominguez Hills, and her colleagues have received an external grant from the Office of Special Education Programs (OSEP) to support the preparation of early childhood special education teachers in Southern California. The grant includes family centered practices, inclusive and culturally relevant instruction, and hybrid/tech based coursework.

Ian Padron
BS 2015 — Kinesiology

Ian is the owner of Padrón Performance, an online personal training and health coaching business based out of Seattle. He chose to pursue his passion for health and fitness by foregoing medical school and opening his own business following graduation. You can view his site at www.padronperformance.com.

CALL FOR ALUMNI UPDATES

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

If you have not received our email requests for updates, it may mean we don’t have your current email address. To update your alumni record visit: www.uwalumni.com/services/update/ or call the Wisconsin Alumni Association at 888-947-2586.
The Board of Visitors serves as an external advisory body to Dean Diana Hess. Members of the board have attained prominence in their field and are chosen because of their value in providing sound advice and counsel. Board membership over the years has included graduates, emeritus faculty and staff, and friends of the School of Education. The current members of the board are:

Linda Barrows  
Kathy Chazen  
Jacqueline DeWalt  
Jessica Doyle  
Karen Falk  
Eric Flanagan  
Robert A. Frahm  
Mary Gulbransen  
Edward Holmes  
Barbara L. Kornblau  
Anand Marri  
Tashia Morgridge  
Pat Neudecker  
Kathryn M. Richardson  
Cynthia Schaus  
Ron Schwarz  
James T. Thompson  
(Chair)  
Kathleen Woit

In honor of 400 years of William Shakespeare, UW–Madison is hosting several events devoted to the beloved playwright.

And as part of these efforts, the School of Education’s Department of Theatre & Drama is proud to present Shakespeare’s “Twelfth Night” Feb. 23 (preview) to March 12 at the Gilbert V. Hemsley Theatre.

One of Shakespeare’s most popular comedies, “Twelfth Night” was believed to have been written in the early 17th century as a Twelfth Night’s entertainment for the close of the Christmas season. The play centers on the twins Viola and Sebastian, who are separated in a shipwreck. Viola, who is disguised as a boy, falls in love with Duke Orsino, who in turn is in love with the Countess Olivia. Upon meeting Viola, Countess Olivia falls in love with her thinking she is a man.

The play expanded on the musical interludes and riotous disorder expected of the occasion. This particular production, directed by David Furumoto, will be an “east meets west” experience — setting the play on a South Sea’s island at the beginning of the previous century and focusing on multi-ethnic and multi-cultural casting.

For more information about all of the Department of Theatre and Drama’s 2016–17 productions, visit: theatre.wisc.edu/university-theatre-productions/current-ut-season/
It will take more than a single campus initiative to move us forward. It’s going to take everyone and everything — an ongoing, endless string of nexts, and firsts, and accomplishments, and incredible discoveries that serve people everywhere.

Find out how improving the UW-Madison educational experience moves our university and its mission forward.

Explore our limitless potential at allwaysforward.org/edu
For the first time, students with UW-Madison’s Dance Department performed original choreography alongside the UW Marching Band during halftime of the Wisconsin Badger football game against Ohio State on Oct. 15. The 90 seconds of choreography by Dance Department faculty member Chris Walker (pictured lower left), set to a sequence from The Lion King’s “The Circle of Life,” celebrated 90 years of dance at UW-Madison.

Eighteen students, ranging from freshmen to seniors, took part in the once-in-a-lifetime opportunity. Walker, who had never attended a Badger Football game until that night, was impressed with the experience. “It came through the whole stadium, this shared expression of movement and music,” he said.