

Campus CONNECTIONS

For Alumni & Friends of the University of Wisconsin–Madison School of Education

Choosing Child Care

Professor
Deborah Lowe
Vandell Finds
What Works Best



THE UNIVERSITY
of
WISCONSIN
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Campus CONNECTIONS

For Alumni & Friends of the
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HISTORIC PROJECT

Gift to fund Education Building renovation, addition

A \$31 million gift from an alumni couple will allow the University of Wisconsin–Madison to renovate, modernize, and complete the Education Building, a 104-year-old Bascom Hill building that was never finished. The Education Building is among the signature buildings included in the Bascom Hill Historic District, which serves as the public face of the Madison campus.

The project will include restoration of the building’s Beaux Arts architectural features, which have been compromised over the years by age, occasional maintenance lapses, and uncoordinated and sporadic remodeling and renovation projects. Also, an east wing – envisioned in the original design but never completed – will be added to the building, which serves as home to the highly ranked School of Education.

The project request was sent to the University of Wisconsin Board of Regents in August for authorization to proceed to the planning and design phases during the state’s 2005–07 biennium. The timeline calls for construction to begin by late 2008, with completion by the end of 2010. The gift – the largest that UW–Madison has ever received from

an individual donor for a single project– will fund the full cost of the project; no state money is needed.

“With this gift, we have a once-in-a-lifetime opportunity to transform the Education Building into a state-of-the-art service center in the heart of campus for our 3,400 students,” says Dean W. Charles Read of the School of Education, who announced the gift at a news conference on May 19 with UW–Madison Provost Peter Spear.

The donors, UW–Madison alumni John P. and Tashia F. Morgridge, hope that the Education Building, along with the Red Gym and other campus preservation efforts, can serve as a model of how careful and tasteful

restorations can revitalize historic buildings as sources of University and state pride, while effectively meeting 21st-century needs.”

“As a proud graduate of this remarkable University and School of Education, I am delighted to help preserve this historic building while also providing modernized facilities for students, faculty, and staff,” says Tashia Morgridge.

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PHOTO BY JOHN GRAHAM

At a press conference on May 19, UW–Madison Provost Peter Spear, left, and Dean Charles Read of the School of Education announce the \$31 million gift to fund the renovation of and addition to the Education Building on Bascom Hill.



PHOTO BY PAUL BAKER

Jim Shaw links UW with educational leaders in the field.

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In search of good Child Care

For parents, entrusting the care of their children, especially young children, to someone else, especially strangers, can generate considerable angst. Questions run through the minds of mothers, fathers, and guardians: Is this caregiver really good enough? Will this arrangement affect my child's growth and development?

As a leading researcher in this area, Deborah Lowe Vandell has been trying to address those concerns and identify how putting children in various care settings can affect their development. Vandell, professor of educational psychology at UW–Madison and a mother, is nationally recognized for her federally funded research of child care and after-school programming. In an interview with *Campus Connections*, she talks about her work and offers some advice for parents:

Q: What inspired your research on child care?

Deborah Lowe Vandell: I first became interested in child care when I was an undergraduate student. One of the assignments in my sociology research methods class was to observe children in natural settings. I spent several days observing young children in preschools, day care centers, traditional nursery schools, Montessori schools, and Head Start programs in Houston. Some of these pro-

grams were absolutely wonderful, others were horrible, and others were so-so.

At the time, very little was known about the effects of these variations on children's developmental outcomes, but it seemed likely to me that the wonderful programs had the potential of improving children's cognitive and social competencies and the horrible programs might be really detrimental. I went to graduate school with a goal of studying this question and testing these ideas.



One of the key qualities of good child care, according to Deborah Lowe Vandell, is a rich language environment, with lots of conversations, and warm, positive, and supportive interactions with caregivers. Here, Vandell reads to children at the School of Human Ecology's Preschool Laboratory on the UW-Madison campus.

Deborah Lowe Vandell

- ◆ Sears-Bascom Professor in Education, Department of Educational Psychology, with joint appointments in the Departments of Psychology and Human Development and Family Studies
- ◆ Ph.D., 1977, Boston University
- ◆ To learn more about Vandell and her projects, go online to www.wcer.wisc.edu/childcare/

Q: Briefly describe the studies you have led/are leading in this area.

Vandell: Since 1989, I have been one of the principal investigators with the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care, a study that has followed more than 1,200 children since birth. The children are now in middle school. The research team observed children in their child-care settings – in centers and homes, with nannies and grandparents, etc. – and we collected reports about the amount of care that was used. From the beginning of

the study, we assessed the quality of these child-care settings, as well as the quality of the home environment and parenting. Once the children began elementary school, we started assessing the quality of classroom instruction.

In this study, we are fundamentally interested in the interplay between family, child care, schooling, and out-of-school activities, and a wide array of child social, cognitive, academic, and

health outcomes. One of my particular interests continues to be the effects of quality, quantity, and type of care on children's development.

Q: What are the most significant findings from the NICHD study?

Vandell: The last 25 years have been marked by substantial progress in answering questions about the effects of child-care quality, the effects of amount and timing of care, and the effects of different types of care. Findings from the NICHD Study of Early Child Care have played

a central role in advancing our understanding of the effects of child care, but other studies have made important contributions to our understanding as well.

This progress has occurred, in part, because of:

- The development of a common set of reliable and valid measures that facilitated cross-study comparisons;
- The use of sophisticated analytic strategies that minimized the likelihood of biased findings;
- Longitudinal designs in which child care and the family were assessed at regular intervals;
- The consideration of a broad array of social and cognitive outcomes that were evaluated with multiple methods;
- The study of a large and diverse group of children.

“One of the markers of a high-quality program is that individual children are engaged.”

— Deborah Lowe Vandell

From this accumulated research evidence, consistent findings regarding child-care quality have emerged.

My collaborators and I have found that both process quality – such as the children’s experiences with caregivers, peers, and materials – and structural/caregiver features – such as staff education and training, group sizes and ratio, and staff turnover and wages – were predictors of children’s cognitive, language, and social development.

Higher-quality child care was consistently related to higher cognitive and language competencies, even when we included extensive controls for family background.

With respect to the amount and timing of child care, we have found that more hours of care beginning in infancy was related to less-sensitive mother-child interactions. Children with substantial early hours – more than 45 hours a week – in child care displayed a higher than expected rate of “high” levels of behavior problems, while children with less extensive hours – less than 30 hours a week – did not.

Finally, with respect to the effects of different types of care, we have found that children who attended child-care centers obtained higher cognitive and language scores in comparison to children who had more informal home-based care, but also displayed more behavior problems.

Q: Which findings surprised you most, and least?

Vandell: What might be considered as surprising is that the effects of child care that were evident during early childhood continued to be evident even during elementary school. Our next step is to determine if the effects of early child care are maintained in adolescence.

What might be considered less surprising is that we have found children’s home environment or family to be an important predictor of both social and academic performance.

Q: What has been the impact of the NICHD study?

Vandell: I think that the NICHD Study of Early Child Care has contributed to a greater public awareness of the importance of child-care quality, and a number of states have begun developing strategies to improve the quality of child care. Findings from the NICHD Study also have been cited to support the expansion of pre-kindergarten programs in many states. The findings on the quantity of child-care have received considerable attention in the popular press and by researchers. A number of research

teams are trying to understand the link between high hours and behavior problems.

Q: What advice do you have for parents seeking quality care for their young children?

Vandell: I encourage parents to do their “homework” when seeking quality child care.

First, talk to friends and neighbors about their children’s child care. Ask what they like about the arrangement and what they don’t like. Also, check local newspapers for feature stories about quality programs in the area.

Once you have a list of possible programs, schedule visits with the program or caregiver. Arrange to spend some time – two to three hours, if possible – in the child-care setting.

Learn about the caregivers’ or staffs’ educational background, specialized training, how long they have worked in child care and in this particular program or provided care in their home. Research from the NICHD Study and other studies suggests that caregivers with more education and training increase the likelihood of higher-quality care.

High staff turnover is associated with lower-quality care and may mean that the staff you interview and observe may not actually care for your child. Large group sizes and high child-adult ratios are also problematic. Organizations such as the American Public Health Association have published guidelines that are linked to children’s ages.

As you observe, think about child-care quality in terms of the experiences of individual children. Find a spot and sit quietly and focus on the experiences of a child who is about the same age as yours. After 20 minutes or so, select another child and concentrate on his/her experiences. And after another 20 minutes or so, move your attention to another child.

Some of the keys to quality, based on the findings from the NICHD study, are:

- A rich language environment, with lots of “conversations,” even with infants, and warm, positive, and supportive interactions with caregivers.
- Caregivers who are sensitive to the children’s emotional, social, and cognitive needs, and know when to intervene and when not to intervene.
- Positive interactions among peers.
- Age-appropriate materials and activities.
- Adherence to health and safety standards.

One of the markers of a high-quality program is that individual children are “engaged.” One of the key markers of poorer-quality programs is that children appear aimless; they wander about. When staff or caregivers are disengaged, settings are more likely to appear chaotic. I also look at how staff helps young children to negotiate their conflicts and how they structure situations that lessen the likelihood of conflicts in the first place.

Q: How did you become involved in research on after-school programs?

Vandell: My initial interest in after-school programs was an outgrowth of my research on the effects of early child care. Back in 1985, I had two studies that were looking at the effects of early child care on school-aged children; and I wanted to “control” statistically for the children’s after-school care arrangements. So, I measured the types and amount of different types of after-school care. What I found in those two studies was that both early child care *and* after-school care were significant predictors of social and academic functioning.

Since 1985, I have conducted a number of longitudinal studies of after-school programs and of self-care. These studies have focused on three sets of issues – the development of reliable and valid measures of what it means to be a quality after-school program, the effects of high-quality programs especially in low-income neighborhoods, and the effects of self-care on child developmental outcomes.

Q: Why is it so important to have quality programs in this area?

Vandell: In my research and in the work of others, we find that high-quality after-school programs are linked to higher standardized test scores, better grades, and fewer problem behaviors. These same benefits do not accrue in poor-quality after-school programs.

Q: What are the qualities common to effective after-school programs?

Vandell: In a series of studies conducted over the past 15 years, I have found high-quality after-school programs to have several elements in common:

- Supportive relationships between staff and students.
- Supportive relationships with peers.
- Opportunities for students to participate in activities that they care about and have some voice and choice.
- Opportunities for mastery and skill-building.

The activities in these programs were diverse and included music, drama, arts, sports, journalism, and community service. Some involved hands-on science, math clubs, and cooking clubs. The programs were *not* simple extensions of the school day and were *not* specifically devoted to test preparation. The keys were close connections between staff and students, close relationships with peers, and sustained engagement in activities that fostered skill-building and mastery.

Q: What can school personnel and other providers of such programs learn from this research?

Vandell: There is a substantial tension in the after-school field about appropriate program models. The issue is whether – and to what extent – after-school programs should be specifically and explicitly devoted to academic instruction. Some after-school programs are primarily providing test-prep, tutoring, and homework help, whereas other programs have adopted a positive youth development and extracurricular perspective.

My research has found that “non-academic” programs are more successful than “academic” programs in meeting academic goals. This appears to be because children’s levels of engagement and overall participation are higher in the non-academic programs.

The research suggests that the four elements of program quality – supportive staff-student relationships, supportive peer relationships, opportunities to engage in activities that are engaging for youth and that foster skill-building – are linked to better program attendance over time and linked to better grades, higher test performance, and fewer behavior problems. ■

PHOTOS BY PAUL BAKER



Professor Paul Bredeson, left, and Associate Professor Carolyn Kelley – the incoming and outgoing department chairs, respectively – mark the changing of the department name from Educational Administration to Educational Leadership and Policy Analysis.

Changing times for educational leaders

“Good leaders often have managerial skills. Good managers aren’t necessarily leaders.”

— Paul Bredeson, professor and department chair

The discussions going on now amaze Jim Shaw. When he began his ten-year stint as superintendent of the Menomonee Falls School District, Shaw and his colleagues across Wisconsin were more likely to discuss school management than teaching and learning. “Before 1990, I don’t remember anyone in the schools or in the Department of Educational Administration, where I was a student, assert that all children can learn.”

But school leaders today are talking about such matters as when all students should take algebra, how more kids can enroll in advanced placement courses, or how all kids can learn to read by the end of first grade. Now, practitioners and professors are engaged in collaborative and amazing discussions about improving teaching and learning for all students.

Shaw, a former president of the Wisconsin Association of School District Administrators (WASDA) and the 2001 Wisconsin Superintendent of the Year, mentioned this to illustrate a major shift in the roles of superintendents over the past decade.

Superintendents once focused on being good managers who worked to provide equitable opportunities and resources for their students, he explained. In those days, when “the

schools were expected to sort kids,” educators generally acquiesced to the view that not all children could learn, and the highest achievers usually got the best teachers.

Since then, research has shown that schools can provide experiences that make a difference for all students. Now, Shaw said, superintendents have become more focused on being instructional leaders who strive for equitable outcomes for all students.

In their determination to close the achievement gap that divides students of different racial, ethnic, and socioeconomic backgrounds, these school leaders try to channel teaching resources to best meet the educational needs of all children. Ten years ago, few administrators even talked even about the achievement gap, according to Shaw, who came to the School of Education last year as a clinical professor.

These waves of change have reshaped how UW–Madison prepares and provides ongoing development to school leaders. In fact, this shift has led to the recent renaming of what had been the Department of Educational Administration – now the Department of Educational Leadership and Policy Analysis (ELPA).

“People think of administration as management,” explained Carolyn Kelley, associate professor, who recently completed a two-year term as department chair. “Leadership involves motivating people, moving organizations, and having a direction – a vision.”

“Good leaders often have managerial skills,” noted Paul Bredeson, professor and Kelley’s successor as chair. “Good managers aren’t necessarily leaders.”

In a joint interview, Bredeson and Kelley talked about the direction of the department and of educational leadership in general.

“The sea change came with the demand for public accountability for student-learning outcomes,” Bredeson explained. Schools had not been serving all students equally; even the best schools ignored certain groups of students.

“Equity is a major issue for us,” he said. Kelley pointed out that dealing with inequity in education, as today’s superintendents and principals must do, calls for leadership that goes beyond management skills.

Like Shaw, they emphasized the role of superintendents and principals as “instructional leaders,” which, according to Kelley, involves “understanding more about instructional practice, how the organization supports that, and how to support the professional development of teachers.”

“You have to know a lot about learning,” Bredeson noted.

Kelley cited advances in knowledge about cognition and learning, for both children and adults. She expects ELPA to benefit by incorporating the once-separate Continuing and Vocational Education (CAVE) Program into the fabric of the department.

Today’s school leaders also need “a more sophisticated understanding of data and how to use it,” Kelley said. Bredeson said that superintendents now are talking about data – such as test scores and attendance – more than in the past and using that data to inform decision-making at all levels in the organization.

The department’s new name and current program content also reflect the need for school administrators to be better versed in the layers of federal, state, and local policymaking. “Education has become increasingly shaped by the policy system,” Kelley explained.

The state’s revamped educator licensing regulations, PI 34, prompted a re-evaluation by the faculty, Bredeson said. “We engaged in some long-term rethinking about the nature of our programs, the content of our courses, and how we assess learning outcomes.” In what he described as a “community-building” experience, the faculty has become more thoughtful on how the various parts of the program should fit together.

More field experiences have been incorporated into the programs, Kelley said. And students today learn more about the basics of learning. She cited one course that focuses on understanding what occurs in a classroom, going beyond traditional management to assessing the types of learning that occur.

The department promotes the practice of critical reflection, Bredeson said. For instance, he noted that essays submitted by candidates for admission are carefully reviewed to see if the applicants have a clear sense of who they are and why they want to be leaders.

“To be a good leader,” Kelley explained, “you need a solid sense of direction, where you want to go, and carry yourself in a way that communicates that to other people in hundreds of ways each day.”

In addition to developing the next generation of school leaders, the department has advanced initiatives to support and strengthen the practice of school leaders now in the field. Faculty members often work with professional practitioners, through such organizations as WASDA and the Association of Wisconsin School Administrators (AWSA).

Last year, AWSA honored Kent Peterson, professor of educational administration, with a Distinguished Service Award for his contributions towards the advancement of the profes-

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Carolyn J. Kelley

- ◆ Associate Professor and past chair, UW–Madison Department of Educational Leadership and Policy Analysis
- ◆ Ph.D. ‘93 in educational policy, Stanford University
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“There is a sense that the relationship between practice and theory, between the field and the university must be strengthened to improve education for all.”

—Jim Shaw,
clinical professor

Educational Leaders

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sion. Peterson has worked with AWSA on such projects as the Wisconsin School Leadership Academy and the creation of a model principal mentorship program.

Working with WASDA and AWSA, Shaw and George Kliminski, emeritus clinical professor, are coordinating the Wisconsin Partnership for Learning (WPL), a new initiative to assist practicing administrators in renewing their state licenses – which they must do every five years. In a broader sense, the partnership also aims to connect the university and practitioners in a collaborative effort to improve teaching and learning in schools across the state.

The WPL program involves participation in professional conferences, seminars, and site visits, developing a professional development plan, and earning graduate credits at

ELPA or EPS?

Now that two departments within the School of Education have names that include “policy,” how do you tell them apart?

The **Department of Educational Leadership and Policy Analysis** examines the relationship between policy and practice. ELPA students learn how policy is made, what shapes the policy agenda, how to design policy to be effective, and the ways in which policy is (and is not) translated into practice. Website: www.education.wisc.edu/elpa

The **Department of Educational Policy Studies** focuses on policy issues from academic disciplinary perspectives – such as sociology, anthropology, history and philosophy – to understand the role that policy plays in shaping broad societal outcomes. Website: www.education.wisc.edu/eps

Also, the **La Follette School of Public Affairs**, in the College of Letters and Science, focuses on the study of policy analysis in general, including educational and non-educational issues. Website: www.lafollette.wisc.edu

Cooperative programs

UW–Madison has offered programs in educational administration in cooperation with two other UW System campuses – Oshkosh and Whitewater. Program participants, who take courses on the two campuses, pursue master’s degrees in educational administration or licensure as principals, directors of instruction, directors of pupil services, and school superintendents.

UW–Madison. For more information, go online to: www.education.wisc.edu/elpa/admissions/wplicenser renewal/

Shaw also leads the Master Administrators Capstone Certificate (MACC) Academy, which promotes collaborative professional development for practicing administrators who are committed to advancing educational quality and equity for all K–16 students. He said the MACC program aims to identify and promote excellence in leadership by bringing theory and practice together. For more information about MACC, go online to: www.education.wisc.edu/elpa/admissions/MACC/index.html.

Shaw described an excellent school leader as one who:

- Advances equity in student learning.
- Builds teacher capacity.
- Reallocates scarce resources wisely.
- Engages effectively with the community.

The University and K–12 institutions share a mutual responsibility for addressing such issues as the achievement gap, he said.

“I think that the Department of Educational Leadership and Policy Analysis and the dean of the School of Education are committed to a K–16 perspective focused on issues of practice,” said Shaw, who describes his role – working with practitioners for the University – as “building some bridges.”

He noted, “There is a sense that the relationship between practice and theory, between the field and the University must be strengthened to improve education for all.” ■

Partners in Education recognized, offer insights

Cooperating teachers – practicing professionals who mentor teacher-education students – play a critical role in ensuring the excellence of the professional preparation programs at the UW–Madison School of Education. Every spring, the School hosts the Partners in Education Banquet to recognize cooperating teachers who have worked in their classrooms with eight or more student teachers or practicum students.

Here are insightful quotes from a few of the 2004 recipients of Cooperating Personnel Awards:

- **Chris Bauman**, communicative disorders, Elm Lawn Elementary School, Madison: “I tell my student teachers to try new things, experiment, don’t be afraid to fail. Part of the enjoyment of teaching is finding techniques, activities, materials that ‘click’ with the students. Sometimes to find this you need to fail, realize why you failed, and try again. I often learn the most when something I have planned fails.”
- **Joné Kiefer**, fourth grade, Thoreau Elementary School, Madison: “I enjoy having student teachers because they are enthusiastic people. They have selected a career, just like I did, because they know that everyday they can make a difference in someone’s life. They remind me that I have chosen a profession that allows me to give back to others.”
- **Craig Mason**, music, Stoughton High School: “Giving information is *not* what teaching is all about. Rather, instilling the desire to learn and find information is what we should aspire towards. Helping students develop, reach for, and attain high standards is a wonderful feeling!”
- **Katherine Punwar**, music, Sennett Middle School, Madison: “My advice to student teachers: Be passionate about what you are doing and then share that passion with your students. If you love what you teach, don’t hide that from students. Instead, use it to draw them in and nurture a potential love for that which you are studying.”
- **David Briles**, science, Cherokee Heights Middle School, Madison: “Each day of teaching is like an Apollo lunar launch. Once you get into that room with those students, there is no turning back. The better you’ve prepared, the greater your chances for a successful mission. It’s a long way to the moon and back, so besides a few hand tools and a roll of duct tape, you might want to have a drawer full of Tootsie Roll Pops.”

- **James Neefe**, social studies, Whitehorse Middle School, Madison, who received a Distinguished Service Award for working with at least 30 UW–Madison student teachers: “What is my philosophy regarding students? I want all my students to succeed. I continually try everything and anything that will help me reach the student.” ■

Rockwells, Burmeister honor educators



PHOTOS BY BOB RASHID

Roland and Ruth Rockwell (seated) meet with Dean Charles Read, standing at right, and the four cooperating teachers selected as recipients of the 2004 Rockwell Awards. They are, from left, Gary Schneider, Indian Mound Middle School, McFarland; Jeff Maas, Sandburg Elementary School, Madison; Lori Nelson, Wright Middle School, Madison; and Mary Hendrickson, Allis Elementary School, Madison.

Cynthia Chin, mathematics teacher at Madison East High School, here with Dean Charles Read, received the 2004 Burmeister Scholar Award. Lou Ella Burmeister, who earned three education degrees from UW–Madison and is a professor emerita at the University of Texas at El Paso, established the award to honor educators who have demonstrated outstanding teaching and leadership practices.



Students pursue research opportunities

When Julia Kragness talks about her research, the enthusiasm in her voice and facial expressions leaves no doubt that she cares deeply about her work.

“The heart of occupational therapy is to help people independently participate in meaningful activities,” Kragness explains. “As an occupational therapy student with great love for children, my goal is to help children participate fully in play – and consequently in life.”

She describes play as a primary mode of learning that enables preschool children to master a range of skills and experiment in social roles. Children with autism, however, lack the necessary skills to play, which in turn hinders further development.

In her research, Kragness collected and analyzed videos of two sets of autistic twins with the intent of identifying how different play partners alter the social and physical environment to promote participation in free play – that is, spontaneous, self-regulated play. She charted how play partners – trained adults – were able to help advance the developmental play age of the children.

What makes Kragness’ work more impressive is that she did it as an undergraduate. And she’s not the only student in the School of

Education who has carried out such a major project before completing a bachelor’s degree.

Since the early 1990s, UW–Madison has funded Senior Honors Research Awards – generally, \$1,500 per project – as part of a campus-wide initiative to improve undergraduate experiences. Participants propose and carry out a research/artistic project over the fall and spring semesters. Each student registers for one credit per semester of independent research with a faculty mentor.

Kragness was among eight students who completed Senior Honors Research projects during the 2003–04 academic year. For the 2004–05 year, 13 proposals have been approved for funding, according to Jeff Hamm, assistant dean.

During the spring semester, the students also enroll in a two-credit research seminar led by a faculty member who assists them with presentation skills, project completion strategies, and final preparations for the School’s annual Senior Honors Research Symposium.

“It was a pleasure to work with students who were so committed to their projects and so eager to share their results,” says Mary Alice “Buff” Brennan, professor emerita of dance, who is continuing as the faculty leader of this initiative.

Brennan observes, “This program provides a rare opportunity for undergraduates to enter the inquiry process in a depth that is usually available only on the graduate level.”

The students come from all areas of the School. The 2003–04 roster included students in dance, art, art education, occupational therapy, exercise science, and an individually developed major in education.

Two students – Alison Rootberg, in Dance, and Victor Johnson, in Dance’s Interarts and Technology (IATECH) Program – pooled their talents and resources to produce *Identified*, a multimedia production that incorporated dance, video, electro-acoustic sound design, and live music. The show, presented April 16 in the Wisconsin Union Theater, involved more than 50 performers and featured 13 pieces – created, produced, directed, and performed by students.

“The Senior Honors project provides a real awakening to students – about research and about themselves.”

— Elizabeth Larson,
assistant professor,
occupational therapy



PHOTO COURTESY OF ALISON ROOTBERG

Alison Rootberg, shown here in a publicity photograph, and Victor Johnson produced *Identified*, a multimedia show that included dance, music, and video, as their Senior Honors project.

“It was quite an enterprise for undergraduates to take on,” Brennan says.

Rootberg’s mentor, dance instructor Karen McShane-Hellenbrand, said, “Her education as a developing artist was challenged and also nurtured to nudge her into the next phase of her career. These are the skills demanded by future professionals and necessary for academic success in graduate school. It’s no wonder that Alison will be attending the California Institute of the Arts in the fall.”

For her project, *Tempering Societal Vulnerability: Service-Learning in Art Education*, art education major Shannon Kavanagh developed a service-learning course on public art, which she taught at Madison’s Malcolm Shabazz City High School as part of her student-teaching experience. She led her students in creating a commissioned public work of art for the AIDS Network on Williamson Street, following the theme of equality, acceptance, cultural diversity, and social justice.

“Seniors Honors projects are an extremely valuable experience for undergraduates,” says Michael Fultz, associate professor of educational policy studies. “They allow a student to craft a thoughtful, individualized program in consultation with faculty across several departments of the School of Education, and, moreover, to conduct supervised research investigations in topics of interest.” Fultz advised Christopher Axtell, an individual major in education, who studied the effects of the federal No Child Left Behind Law on education in Wisconsin.

Elizabeth Larson, an assistant professor of occupational therapy who advised Kragness, sees this research program as more than another academic opportunity.

“Working with Julia, and the four students before her, I have come to realize that the Senior Honors project provides a real awakening to students – about research and about themselves,” she says. “By the end, there is a significant change in their views of their own capabilities and of their potential to contribute to the larger field of occupational therapy research.”

UW–Madison also showcases research by undergraduates from across the campus in the annual Undergraduate Symposium at



PHOTO: MICHAEL FORSTER ROTHBART/UNIVERSITY COMMUNICATIONS

At UW–Madison’s 2004 Undergraduate Symposium, Lauren Silberman, an individual major in the School of Education, demonstrates how sport video games can promote learning to Michael Moss, director of life skills for the UW–Madison Athletic Department. With her study, Silberman aimed to show how such games can incorporate many types of learning and to call attention to what might be overlooked as significant forms of learning.

Memorial Union. Nearly 240 students – at least eight of them with majors in the School of Education – presented more than 190 projects in April at the sixth annual symposium. The projects covered a broad range of disciplines – humanities, fine arts, biological sciences, physical sciences and social sciences – and presentations included posters, displays, oral reports, and performances.

For example, Natalie Orosco, a rehabilitation psychology student, reported on her work with Kimber Malmgren, assistant professor in the Department of Rehabilitation Psychology and Special Education, and researchers at two other universities in a study of how assessment, curriculum, and accountability policies are carried out in juvenile correctional schools and in day and residential treatment schools for students with emotional and behavioral disorders.

Malmgren describes Orosco as “just an impressive young woman in her conscientiousness and eagerness to be involved and learn,” and says, “I hope to be able to work with her again.” ■

For more on the UW–Madison Undergraduate Symposium, go online to www.learning.wisc.edu/ugsymposium

Ladson-Billings to lead AERA next year

Gloria J. Ladson-Billings, UW–Madison professor of curriculum and instruction, was selected as president-elect of the 22,000-member American Educational Research Association (AERA). Her term as president starts in April at the end of AERA's 2005 annual meeting.

At AERA's 2004 annual meeting, Ladson-Billings delivered the DeWitt Wallace-Readers Digest's Distinguished Lecture on *Landing on the Wrong Note? The Price We Paid for Brown*, which received a standing ovation. She noted that 50 years is adequate time to look back critically at *Brown v. Board of Education* – the U.S. Supreme Court's landmark ruling that struck

down segregation – assess the nation's progress, and determine what must be done today to ensure educational equity and quality.

At the UW–Madison School of Education, Ladson-Billings has concentrated her research on multicultural education, social studies, critical race theory and education, and culturally relevant pedagogy. At the School's Wisconsin Center for Education Research, she and colleagues developed Teach for Diversity, a graduate program for training teachers for diverse racial, ethnic, and socioeconomic settings. ■

To learn more about Ladson-Billings and her work, go online to www.wcer.wisc.edu/people/pi.asp?sid=211.



Gloria J. Ladson-Billings

Assistant professors receive major awards

Three receive NSF Early Career grants

Three School of Education faculty members have received five-year Faculty Early Career Development (CAREER) Grants, the National Science Foundation's most prestigious award for newer faculty members.



Richard Halverson, assistant professor in the Department of Education Leadership and Policy Analysis, received a \$792,590 grant to study how local school leaders review and integrate student achievement data into daily instruction.



Andrea Mason, assistant professor in the Department of Kinesiology, received a \$498,901 grant for her research on *Sensory Information for Interaction in Single-User and Collaborative Virtual Environments*.



David Williamson Shaffer, assistant professor in the Department of Educational Psychology, has received a \$585,000 grant to fund "Alternate Routes to Technology and Science," a project focusing on increasing students' understanding and interest in science, technology, engineering, and mathematics.

Two named Spencer Postdoctoral Fellows

Two assistant professors in the School of Education have been selected as 2004–05 Spencer Postdoctoral Fellows by the National Academy of Education.



Jee-Seon Kim, assistant professor in educational psychology, plans to pursue her study, *Testing the Impact of Omitted School Variables in Hierarchical Linear Models and Obtaining Robust Statistical Estimators*.



John Rudolph, assistant professor of curriculum and instruction, plans to conduct a historical case study of laboratory materials used in classrooms during the 1960s to better understand the role of school science in connecting the scientific community and the public.

Rudolph and Kim were among 20 fellows chosen from a field of more than 160 early-career scholars who have demonstrated the potential to make significant contributions with their research. Each award comes with a \$50,000 stipend. ■

To learn more about NSF Early Career Development Grants, go online to: www.nsf.gov/home/crssprgm/career/start.htm.

To learn more about the Spencer Postdoctoral Fellowship Program, follow the links from: www.nae.nyu.edu/

UW dancers to help inaugurate Overture Center

When Madison's Overture Center for the Arts celebrates its grand opening, UW–Madison's Dance Program will be well represented.

The festivities, which will run September 18–26, will showcase music, dance, comedy, poetry, and theatre with several major events in Overture Hall and more than 100 free events in the center's other venues. For complete information, go online to www.overturecenter.com.

"With its multiple sizes of studio/theater spaces, the Overture Center will stimulate and make more dance productions possible," said Jin-Wen Yu, associate professor and chair of the Dance Program. "I am glad that we have such a first-class art center."

Noting that the new center will provide performance home space for the Madison Ballet and the Kanopy Dance Company, Yu added, "It is a great recognition of dance."

Several performances during the grand opening will feature Dance Program faculty and instructors:

- **Peggy Choy/The Ki Project**, September 19, 1:30 p.m., Promenade Hall: Choy, who teaches Asian movement and Javanese dance, will premiere *Water*, a solo that explores the nature of one of the essences of life.
- **Jin-Wen Yu Dance**, September 22, 7 p.m., Promenade Hall: Jin-Wen Yu and his company will present *On Velocity*, a 45-minute cross-cultural and multimedia contemporary dance concert that features new and recent awarded works by Yu.
- **SMARTDANCE**, September 22, 8:30 p.m., Promenade Hall: SMARTDANCE, a professional contemporary dance company directed by UW dance instructor Maureen Janson, will present four pieces, including the humorous *Mary's Secret* and *First Faze*.
- **Douglas Rosenberg / DVGP**, September 23, 7 p.m., Rotunda Studio: Video artist Douglas Rosenberg, an associate professor, and DVGP (Dziga Vertov Performance Group), will present *Screening the Body*, featuring dance films



by Rosenberg and live original music by Ryan Smith and Daniel Feiler. *Screening the Body* features dances created for the camera – choreographed by Li Chiao-Ping, Eiko and Koma, Molissa Fenley and others – and short films that allude to the body in poetic and imagistic ways.

- **Li Chiao-Ping Dance**, September 23, 8:30 p.m., Promenade Hall: The performance by Li Chiao-Ping, professor of dance, and her company will include *Passiflora Gracilis*, with music by New York-based composer Stephen Vitiello, and *Gó, Sides A + B*.



The faculty and staff of UW–Madison's Dance Program will be among the featured artists during opening festivities for Madison's Overture Center. They include performances by Li Chiao-Ping Dance and SMARTDANCE, directed by instructor Maureen Janson.

ARTS BRIEFS

Arts Institute honors excellence

A furniture designer, a dancer-choreographer, and a strings teacher received awards this spring from the UW–Madison Arts Institute:

Tom Loeser, professor of art, received the Arts Institute Creative Arts Award. Loeser, a member of the art faculty for 13 years, has achieved international acclaim for his experiments in fusing furniture form and function in unique and original ways. Funded by the Bassett and Evjue foundations, the award provides \$30,000.

Jin-Wen Yu, associate professor of dance and chair of the Dance Program, was awarded the Emily Mead Baldwin-Bascom Professorship in the Creative Arts. A member of the dance faculty since 1997, Yu has also received the

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ARTS INFO

For the latest news and event information at the UW–Madison, go online to Arts on Campus, www.arts.wisc.edu

Arts Briefs

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Jin-Wen Yu

2003 Wisconsin Dance Council Choreography/Performance Award, the first Madison CitiARTS Commission Signature Grant, the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment, and the Outstanding Dance Artist Award from his native Taiwan. The professorship provides \$16,000.

Janet Jensen, associate professor of string pedagogy, received the Joyce J. and Gerald A. Bartell Award for the Arts, which recognizes faculty and staff in the creative arts for their outreach, public service and community activities. Jensen has shown her dedication to lifelong music education as director of the National String Workshop, Orchestral Conducting Seminar and String Instrument Repair Clinics. Her award carries a \$16,000 grant.

The Arts Institute – sponsored by the School of Education, the College of Letters & Science, and the School of Human Ecology – represents the collective voice of the arts at UW–Madison.

For information, go online to www.arts.wisc.edu.

Littleton honored for life's work

Harvey K. Littleton, professor emeritus of art, is among the first 11 recipients of the Wisconsin Visual Art Lifetime Achievement Award. The awards recognize Wisconsin artists, art patrons, authors and educators for their contributions to the visual arts in Wisconsin.

Littleton's pioneering work in glassmaking as a fine art medium has earned him recognition as the “father of studio glassmaking.” Nearly all American university and college art glass programs can trace their origins to Littleton's work.

He also received an Honorary Doctor of Fine Arts from North Carolina State University in Raleigh at the commencement ceremony on May 15. Littleton retired from teaching in 1976 to devote his time fully to his work, and continues to work at his glass studio in Spruce Pine, North Carolina. UW–Madison awarded Littleton an honorary degree in 2000.

The other recipients of Lifetime Achievement Awards included University of

Wisconsin artists-in-residence **John Stuart Curry** and **Aaron Bohrod** and the first director of the Wisconsin Union, **Porter Butts**.

For more information on the Wisconsin Visual Art Lifetime Achievement Award, go online to www.wvalaa.org.

Lowe designs blanket

The Smithsonian Institution's National Museum of the American Indian commissioned **Truman Lowe**, a professor of art at UW–Madison and member of Wisconsin's Ho-Chunk Nation, to design a collector's-quality blanket in recognition of the museum's opening on September 21.

Lowe – who has been on leave while serving as the museum's curator of contemporary art – named the blanket design to honor his mother, Sauninga, which means “The Shining One.” He based the pattern on traditional ribbonwork she used.

The Ho-Chunk Nation presented one of Lowe's blankets to anthropologist Nancy Oestreich Lurie, anthropology curator emerita of the Milwaukee Public Museum, on May 15, in recognition of her research and lifelong support of the Ho-Chunk and other indigenous nations. The gift of a blanket is considered a high honor in many American Indian cultures.

Lowe, who is from the Black River Falls area, is an internationally recognized sculptor whose abstract works in metal and wood are inspired by elements of nature and Ho-Chunk culture.

The blanket is being sold, with part of the proceeds going to support the museum's educational programs. ■

To learn more about the National Museum of the American Indian, go online to: www.nmai.si.edu.

Book about Lowe's art: The University of Wisconsin Press recently published *Woodland Reflections: The Art of Truman Lowe*, in which Jo Ortel, associate professor of art history at Beloit College, explores Lowe's art and influences. For more information, go online to: www.wisc.edu/wisconsinpress/books/2346.htm.



Harvey K. Littleton



Truman Lowe

Bonk: We can ride out the storm

Wave after wave of advances in technology have swept education at all levels into an unsettled zone, where innovations are occurring, but questions persist about cost-effectiveness, impact on achievement, and student motivation.

Curtis J. Bonk, professor of educational psychology and instructional systems at Indiana University, describes the state of technology education as “The Perfect E-Storm” – the convergence of emerging technology, escalating demands, eroded budgets, and enhanced teaching.

Speaking at the UW–Madison School of Education’s 2004 Alumni Weekend Celebration, Bonk offered insights for navigating this storm to “make it a little bit more settled, a little bit more engaging, and motivating and challenging for kids today.” He said, “What we need to do is figure out where we are going. We need to have a plan. And I think we need frameworks to teach from with technology.”

Bonk cited examples that illustrate the possibilities. For example, Maine used a state budget surplus to supply laptops for all 7th and 8th graders, which spurred students to go into the community, interview people, and work on environmental projects. Researchers are beginning to assess how motivating, engaging, and collaborative this use of technology can be.

Web logging, known popularly as “blogging,” allows students to put their journals on the Internet and get feedback from teachers and peers. He also noted how blogging has allowed students to follow and interact directly with explorers and scientists in the field.

Simulations can cover a wide range of areas, from biology and chemistry to business and education. For instance, students in a high school biology class can watch a video of frog dissection, and then try it themselves.

Innovations need not be overly complex. “Interesting things are happening just with posting homework online,” he said. “Kids’ grades are going up, parents are more involved

in schools, kids are turning in their work – they weren’t turning it in previously.”

“Gaming technologies are growing in importance as an educational tool,” he said. “We really have to think about how to use games and simulations in how to teach. Wisconsin has hired a couple of brilliant people, Kurt Squire being one, who are going to move Wisconsin to the front of the map in the area of gaming.”

Advances in technology have spurred learner demands. Bonk noted that nearly 300,000 high school students around the world now take online classes. Online charter high schools have been started in Wisconsin and elsewhere. Also, he said that U.S. colleges that are rapidly increasing the number of courses taught entirely or partially online.

“A lot of students are very much engaged by these online classes,” Bonk explained. “They are more open, and they’re going to more depth in these online classes. There’s more interaction – you’d think there’s less social interaction, but there’s more.”

Bonk also spoke about tools and techniques for integrating technology into teaching. For instance, “critical friends” – a technique Bonk uses in his classes – pairs classmates, who exchange critiques of each other’s work. “Students online want feedback on everything they do ... On the Web, they all expect it and want it, and it’s hard.”

Bonk acknowledged that these advances and growing demands come at a time when most public education are facing tightened budgets. “But we all have to leave today with optimism about what the possibilities are, not just thoughts about how the budgets have been bad, because the economy will come back up,” he said. “We can all make our own dents and own movements in using technology effectively.” ■

An archived video of Bonk’s presentation is available online at: www.education.wisc.edu/news/details.asp?fldIdNews=68



PHOTO BY JAY SALVO

Curtis J. Bonk

“What we need to do is figure out where we are going. We need to have a plan. And I think we need frameworks to teach from with technology.”

— Curtis J. Bonk



Dean Charles Read gathers with the School of Education alumni honored at the 2004 Alumni Weekend Program. Shown here, from left, are Andreal Davis, Richard Rossmiller, Curtis Bonk, Jose Rios, Dean Read, Harry Peterson, Alice Dewey, Annelies Howell, and Charlotte Irey Short.

School of Education honors eight alumni

The School of Education recognized eight distinguished alumni at the Alumni Weekend program on May 8 at Lathrop Hall on the UW–Madison campus.

Alumni Achievement Awards

This is the highest honor bestowed by the School, with selection based on significant contributions to one's chosen field and an exemplary record of professional leadership and service. The 2004 recipients are:

Curtis J. Bonk (M.S. '87, Ph.D. '89 in educational psychology): A professor of educational psychology and instructional systems technology at Indiana University, Bonk is recognized worldwide for his expertise in distance education. Bonk has received numerous teaching awards, authored more than 100 publications, and given more than 150 presentations around the world. In 2003, he received the Most Outstanding Achievement by an

Individual in Higher Education award from the U.S. Distance Learning Association.

Alice Dewey (B.S. '76 in elementary education/theatre and drama): In her career, Dewey has traveled from the junior high classroom to the New York stage, and to Walt Disney Studios, where she has worked on such animated classics as *The Lion King*, *The Prince and the Pauper* and *Aladdin*. In 1997, she became the first woman to produce a Disney animated feature film – *Hercules*, which earned her the Annie Award for Best Producer. Her latest project, *Home on the Range*, was released in April 2004.

Harry L. Peterson (Ph.D. '77 in educational policy studies): Widely regarded as the consummate professional educator, Peterson has served as executive assistant to the UW–Madison chancellor; vice president for university relations at the University of Idaho;

deputy chancellor for the Minnesota State Colleges and Universities; and president of Western State College in Gunnison, Colorado. Among his many achievements, Peterson engineered the consolidation of three Minnesota higher education systems.

Richard A. Rossmiller (B.S. '50 in agriculture education, M.S. '58, Ph.D. '60 in educational administration): During his career as professor of educational administration at UW–Madison, Rossmiller inspired countless students, directed the Wisconsin Center for Education Research, presided over several national organizations, served on numerous editorial boards, and frequently shared his expertise on K–12 school finance and equity issues in federal and state courts. His seminal research on the costs of high-quality special education services has been cited in textbooks for the last 25 years.

Charlotte Irely Short (B.S. '40 in dance): Short studied under Margaret H'Doubler in the 1930s and went on to join the ranks of pioneers in dance education. During her 43-year career at the University of Colorado, she built almost single-handedly the university's dance program, which today is regarded as among the best in the country. She has been an inspiring teacher and a compelling advocate whose vision and diligence helped to bring dance into the mainstream of the university and the community.

Outstanding Recent Graduate Award

This award recognizes outstanding graduates who have received a degree or certificate from the School within the past 10 years. Selection is based on demonstrated achievement and leadership within a chosen field, as well as the potential and promise for continued growth and success. The 2004 recipient is:

Jose M. Rios (M.S. '91 in science education, Ph.D. '95 in curriculum and instruction): As a UW graduate student, Rios developed and managed the Center for Biology Education's Summer Science Institute, a flagship

program for underserved and minority high school students. Since then, his passion for science education has flourished at the University of Washington, Tacoma, where he is an assistant professor of education. In 2001, Rios became the first Tacoma campus faculty member to earn the University of Washington Presidential Faculty Development Fellowship.

Nemec Distinguished Elementary Education Alumni Award

The award, which memorializes Lois Gadd Nemec, a professor in elementary education at UW–Madison from 1945 to 1954, is presented to a graduate of the elementary education program who has gained distinction as a classroom teacher, university or college professor, or education administrator. The 2004 recipient is:

Andreal D. Davis (B.S. '86 in elementary education, M.S. '95 in curriculum and instruction): Convinced of the importance of family and community in a child's education, Davis has been instrumental in forming family-school relationships ever since she began teaching in 1986 at a Madison elementary school. As co-director of the African American Ethnic Academy, a Saturday enrichment program, she builds those relationships every week. She currently serves the Madison School District as a Title I reading instructor and parent involvement coordinator.

Heideman Distinguished Secondary Education Alumni Award

The Heideman Award, new this year, recognizes graduates in secondary education who have demonstrated commitment and distinguished service as classroom teachers, university or college professors, or education administrators. The 2004 recipient is:

Alumni facts

Facts about UW-Madison School of Education alumni:

The Wisconsin Alumni Association lists nearly 42,000 living alumni of the School of Education – about 13% of all UW-Madison graduates.

Of these, nearly 27,700 earned their undergraduate degrees and more than 15,100 earned graduate degrees from the School.

More than 6,100 of these graduates have degrees in elementary education, and more than 5,100 have degrees in art, the School's two most popular majors.

In the total alumni population, women outnumber men by more than 2 to 1.

More than 20,400, or nearly half of all School of Education alumni, currently live in Wisconsin.

In fact, the School has alumni in all 72 counties of the state, with the largest concentrations in Dane, Milwaukee, and Waukesha counties.

The School also has alumni in all 50 states, led by Wisconsin (of course), Illinois (2,800), California (2,200), Minnesota (1,900), New York (980), and Florida (975).

Annelies Howell (B.S. '95 in secondary education, M.S. '03 in curriculum and instruction): A math and physics teacher at Verona Area High School since 1995, Howell is widely admired for her ability to engage her students as she makes complex mathematical concepts understandable and relevant. As a cooperating teacher in the School of Education's Secondary Education Program, she is regarded as one of the program's finest mentors of student teachers. ■

You can nominate an outstanding alum

For information on how to nominate an outstanding UW–Madison School of Education graduate or certificate recipient for an alumni award, go to this Web site: www.education.wisc.edu/alumni/awards.asp. Or contact Kathy Boebel, the School's alumni coordinator, by email at boebel@education.wisc.edu or by phone at (608) 262-0054.

ALUMNI UPDATES *(Listed by year of first degree)*

John Warren Stewig (B.S. '58 in art education, M.S. '62 in education and speech, Ph.D. '67 in curriculum and instruction), professor emeritus of the UW–Milwaukee School of Education and director of the school's Center for Children's Literature, has joined the faculty of Carthage College in Kenosha.

Phyllis Bramson (M.S. '64 in art) and **Robert F. Schroeder** (B.S. '77, M.F.A. '80 in art) were among the participating artists in the 179th Annual Invitational Exhibition of Contemporary American Art in May and June at the National Academy of Design in New York City.

Terry Peterson (B.S. '67 in education and chemistry) has been elected chair of the After-school Alliance, a nonprofit organization that advocates quality, affordable after-school programs for all children.

Peterson also was recently elected to the executive committee of the National Center for Summer Learning at Johns Hopkins University, selected as a senior advisor to the Asia and International

Studies in the Schools Initiative of the Asia Society, and named to the national advisory committee of Foundations, Inc. He is a senior fellow for education policies and partnerships at the University of South Carolina Foundation and advisor to the dean of education at the College of Charleston.

Susan E. Masterson (B.S. '72 in elementary education, M.S. '86 in educational administration) was selected as president-elect of the National Association of Elementary School Principals (NAESP), and will become president of the 29,500-member organization on July 1, 2005. Masterson, principal of Monroe Elementary School in Janesville, Wisconsin, has served as president of the Association of Wisconsin School Administrators (AWSA) and was named the 1999–2000 Administrator of the Year by the Wisconsin Association of School Councils.

William Brescia (M.S. '73 in curriculum and instruction) was elected in April 2004 to the board of directors of the International Mentoring Association. Brescia, an assistant professor of educational technology at the University of Arkansas, Fayetteville, also gave a presentation at the IMA conference on using mentoring strategies to improve web-based threaded discussion.

Karen Koblitz (M.F.A. '76 in art) had a solo show, *Patterns of Influence*, during July at the All-Russian Decorative, Applied and Folk Art Museum in Moscow, and lectured in June on "Contemporary American Ceramics" at the American Center in Moscow. In May, Koblitz, an internationally known ceramist and a 2002 recipient of

the School of Education's Alumni Achievement Award, was an invited guest at White House and State Department receptions to celebrate the 40th anniversary of the Arts in Embassies program.

Jeanne L. Higbee (M.S. '76 in counseling, Ph.D. '81 in educational administration) received the University of Minnesota General College Multicultural Recognition Award for 2004. Higbee currently serves as a professor and the senior advisor for research at the university's Center for Research on Developmental Education and Urban Literacy.

Colleen Julia Borden (B.S. '80 in elementary education, M.S. '83 in counseling) received "Outstanding Graduate Student" honors from the College of Education at the Florida Atlantic University in Boca Raton, where she earned her doctorate in April 2004. She received the 1996 Lois Gadd Nemece Distinguished Elementary Education Alumni Award from the UW–Madison School of Education.

Margaret Mallatt (B.S. '89 in art) was among the outstanding part-time faculty members recognized by Clackamas Community College in Oregon. She is an adjunct faculty member in the Social Sciences Department.

Sandra C. Fernandez (B.S. '91, M.A. '92, M.F.A. '95 in art) had two solo exhibitions this year. *Under-garments* was featured April 1–24 at the Open Studio Gallery in Toronto, Ontario. *What Lies Beneath* opened August 1 at the Castellani Art Museum at Niagara University, New York, and runs through October 17.

Jeremy Kessenich (B.S. '94 in mathematics education) received a National Science Foundation Presidential Award

SHARE YOUR GOOD NEWS

Campus Connections welcomes news about the latest activities and accomplishments of alumni, faculty, and staff of the UW–Madison School of Education to share with colleagues, classmates, and others.

An online submission form is available at: www.education.wisc.edu/alumni/frm_submissions.asp

Items also may be mailed to:
Campus Connections
UW–Madison School of Education
Box 21 Education Building
1000 Bascom Mall
Madison, WI 53706–1398

Or via e-mail to:
soenews@education.wisc.edu

for Excellence in Mathematics and Science Teaching. Kessenich teaches algebra, pre-calculus, and Cartography and Navigation, a course he developed, at Mount Horeb (Wisconsin) High School. Kessenich last year earned national certification in adolescent and young adult mathematics from the National Board for Professional Teaching Standards.

Jonathan Adam August (B.S. '94 in kinesiology) teamed up with Time Warner Cable of Milwaukee to make four video segments for the cable company's "On Demand" service. The segments discuss health issues ranging from childhood obesity, to the effects of sugar on the body and how food affects the immune system. August, a holistic health counselor in private practice in New York City, also works as a physical therapist at New York's Rikers Island Correctional Facility.

BOOKSHELF

New books by faculty, staff, and alumni of the School of Education:

Dangerous Coagulations? The Uses of Foucault in the Study of Education, edited by **Bernadette Baker** (associate professor of curriculum and instruction) and **Katharina Heyning** (Ph.D. '96 in curriculum and instruction, chair of education faculty at UW-Whitewater). New York: Peter Lang, 2004.

More Than One Struggle: The Evolution of Black School Reform in Milwaukee, by **Jack Dougherty** (M.A. '93, Ph.D. '97 in educational policy studies) Chapel Hill, N.C.: University of North Carolina Press, 2004.

Rising Above the Storm Clouds: What It's Like to Forgive, by **Robert D. Enright** (professor of educational psychology), illustrated by Kathryn Kunz Finney. Washington, D.C., Magination Press

Scott Speh (M.F.A. '97 in art) opened a contemporary art gallery called Western Exhibitions in Chicago in June 2004. The gallery represents artists in all media.

Tamra Bisbee (B.F.A. '01 in dance) has become the owner and director of A Step Above Dance & Music Academy in Madison. The school offers instruction in ballet, jazz, tap, lyrical, hip-hop, musical theatre, voice, and piano.

Deaths

Harriett A. Anderson Andersen (B.S. '33 in education and speech, M.A. in Spanish) May 6, 2004.

Earl Eugene Hoffmann (M.S. '56, Ph.D. '64 in educational administration, emeritus member of the School of Education Board of Visitors) April 22, 2004.

(American Psychological Association), 2004. This book for children tells a story of forgiveness, and includes a section offering guidance for parents on handling the subject of forgiveness.

Multicultural Connections: Creative Writing, Literature, and Assessment in the Elementary School, by **Norma J. Sadler**, (Ph.D. '73 in curriculum and instruction). Lanham, Maryland and London, England: Scarecrow Education Press, a division of Rowman & Littlefield, 2002.

College and University Curriculum: Developing and Cultivating Programs of Study that Enhance Student Learning, edited by **Clifton F. Conrad** (professor of educational administration), Lisa R. Lattuca, and **Jennifer Grant Haworth** (Ph.D. '93 in educational administration). Boston: Pearson Custom Publishing/Simon and Schuster, 2002.

WAA honors Education alumna Kaczmarek



Actress Jane Kaczmarek – best known for her role in the Fox Network sitcom *Malcolm in the Middle* – was one of four alumni honored May 7 with a 2004

Distinguished Alumni Award from the Wisconsin Alumni Association. Kaczmarek graduated from UW-Madison in 1979 as an education major with a certificate in theater education, and went on to Yale University's School of Drama.

Since her television debut in 1982 in the ABC TV movie *For Lovers Only*, she has appeared in numerous roles on stage, in film, and on television. Her films include *Pleasantville*, *Falling in Love*, and *Uncommon Valor*.

Since 2000, Kaczmarek has portrayed Lois, the mother on *Malcolm in the Middle*, which has earned her four Emmy nominations and three Golden Globe nominations. She has received an American Comedy Award and two Individual Achievement in a Comedy awards from the Television Critics Association – the only woman to do so. She is married to Madison native and *West Wing* actor Bradley Whitford, who was the keynote speaker at UW-Madison's May 2004 commencement ceremonies. ■

For more information on the WAA awards, go online to www.uwalumni.com/daa/.

FACULTY/STAFF NEWS



Martha Alibali, associate professor of psychology and educational psychology, received a 2004 UW–Madison Chancellor’s Award for Teaching

Excellence. Alibali was praised for inspiring students in her undergraduate seminars to go beyond absorbing existing information to creating knowledge.

“Conducting research is a terrific way for students to become active learners and creators of new knowledge,” said Alibali, who routinely makes herself and her lab available to undergraduates engaged in research. “My own undergraduate research experience had a profound effect on my development and career path.”



Geoffrey D. Borman, assistant professor of educational administration, received the 2004 Raymond B. Cattell Early Career Award for

Programmatic Research from the American Educational Research Association. This award recognizes a scholar who has conducted a distinguished program of cumulative educational research in any field of educational inquiry within the first decade following receipt of his/her doctoral degree.

Borman also received the AERA Review of Research award for his article, “Comprehensive School Reform and Achievement: A Meta-Analysis” which appeared in the *Review of Educational Research* in Summer 2003.



Bruce E. Wampold, professor of counseling psychology, received the W. Cosse Award for Extraordinary Contributions to

the Practice of Counseling Psychology from the American Academy of Counseling Psychology. He also was invited to give plenary addresses at several conferences, including the Heart and Soul of Change (a meeting for practitioners and managed care companies) in June, the American Psychological Association in August, the Australian Psychological Society in October, and the Society for Psychotherapy Research in November.

The World’s Youth: Adolescence in 8 Regions of the Globe (Cambridge University Press, 2003) received the Biennial Book Award from the Society for Research on Adolescence, recognizing it as the best edited volume to synthesize research on adolescence in a way that can affect national and international social policies affecting youth. **B. Bradford Brown**, professor in the human development area of the Department of Educational Psychology, co-edited the book, along with Reed Larson and T.S. Saraswathi.

It features overviews of adolescent development by indigenous authors around the world.

Alberto F. Cabrera, professor of educational administration and a senior scholar at WISCAPE, participated in a panel discussion of pathways to college at a National Press Club meeting on February 19.

Peter Cupery, information services librarian at the Center for Instructional Materials and Computing, was quoted in a National Public Radio feature on



Thomas P. Carpenter, emeritus professor of curriculum and instruction, received the 2004 Lifetime Achievement Award for Distinguished

Service to Mathematics Education from the National Council of Teachers of Mathematics (NCTM) to honor his leadership, teaching, and service over his 40-year career.

Carpenter is best known for research on the development of children’s mathematical thinking and how teachers incorporate knowledge about students’ mathematical thinking into classroom instruction. He expanded his studies to include students’ thinking, classroom instruction, and professional development related to the development of algebraic thinking in the elementary grades.

School honors faculty, staff

The School of Education honored seven outstanding faculty and staff members with 2004 Distinguished Achievement Awards. They are:

Faculty: Mary Schneider, Kinesiology (Occupational Therapy); Ronald Serlin, Educational Psychology

Academic staff: Karen McShane-Hellenbrand, Dance Program; Christopher Thorn, Wisconsin Center for Education Research

Classified staff: Janet Kuehl, Rehabilitation Psychology and Special Education; Mary Jo Gessler, Educational Policy Studies; Karen O’Connell, Educational Psychology.

the “Search Engine Wars: The Next Frontier,” broadcast on April 16. Cupery commented on the shortcomings of Google searches.

Kenneth Zeichner, Hoefs-Bascom professor of teacher education and associate dean, delivered the keynote address at the annual meeting of the Australian Teacher Education Association, held in July at Charles Sturt University in Bathurst, New South Wales. In Australia with support from a Fulbright Senior Specialist grant, Zeichner also lectured at other universities, including Newcastle and James Cook.

Fred Newmann, emeritus professor of curriculum and instruction, also received a Fulbright Senior Specialist grant for international study to deliver keynote presentations at the 2004 conference on Pedagogy in Practice in January at the University of Newcastle in Australia.

Constance Knop, professor emerita of curriculum and instruction, French and Italian, has been named an outstanding alumna of Kenosha Bradford High School. A UW–Madison faculty member from 1963 to 1996, Knop was presented with the award at a June 26 ceremony in Kenosha and honored with a permanent plaque to be displayed at Bradford High School.

Eva Kubinski (M.S. '97 in educational psychology) received a Friend of Indian Education Award from the Wisconsin Indian Education Association. Kubinski is a trainer and outreach specialist with the Comprehensive Center-Region 6, based in the Wisconsin Center for Education Research. The award recognizes a non-Indian who has advocated for Indians in the educational setting.

Thomas S. Popkewitz, professor of curriculum and instruction, has received a fellowship to the Helsinki Collegium for Advanced Studies this fall to write a book about curriculum reforms in the 19th and 20th centuries.

Michael W. Apple, John Bascom professor of curriculum and instruction and educational policy studies, received an honorary Doctorate of Humanities degree from Rowan University, in Glassboro, New Jersey, “in recognition of his distinguished contributions to education.” Apple earned his bachelor’s degree at Rowan in 1967.

Peggy Choy, an instructor in the Dance Program, received a UW–Milwaukee Chancellor’s Graduate Student Award and an award from the university’s Peck School of the Arts Dance Department for study in the school’s M.F.A. Dance Program. Choy was one of several professional dancers and choreographers participating this year in UW–Milwaukee’s intensive summer program, which culminated with *Dancemakers*, two evenings of work by the participants.

Deaths

J. Fred Weaver, professor emeritus of curriculum and instruction (mathematics education), died on May 1, 2004, his 88th birthday. Weaver, who retired in 1985, authored numerous textbooks and articles relating to mathematics in the primary grades.

George Nelson Wright, professor emeritus of rehabilitation psychology and special education, died on May 18, 2004. Wright, who retired in 1992, focused his research on the professional technology of rehabilitation counseling.

Enrique T. (Henry) Trueba, dean of the UW–Madison School of Education 1991–1994, died on July 17, 2004. A former Jesuit priest, Trueba was an educational anthropologist, who worked at several universities over his career, including University of Illinois, University of California, California State University, University of Houston, and University of Texas at Austin.

Clark is new associate vice chancellor

Laurie Beth Clark, professor of art and director of the visual culture cluster, has become UW–Madison’s new associate vice chancellor for faculty and staff programs.



Clark, who has served as chair of the Department of Art, interim associate dean of the School of Education, and Emily Mead Baldwin Bell Bascom Professor of Creative Arts, has an extensive record of campus service and participation in many programs that she will now help oversee.

“I am concerned with increasing the sense of intellectual community that faculty and staff have on campus,” said Clark, who oversees three general areas – faculty and staff support initiatives, hiring and retention initiatives, and leadership and professional development.

Provost Peter Spear says a key part of the position is identifying the need for and implementing programs that benefit faculty and staff, leading to an overall better-functioning university.

Clark has been at UW–Madison since 1985, and teaches classes in non-static forms, which include video, performance and installation. Associate vice chancellors customarily serve for three to five years before returning full time to the faculty. ■

Schwartz receives 2004 Zolotow Award

Amy Schwartz, author/illustrator of *What James Likes Best*, has won the 2004 Charlotte Zolotow Award for outstanding writing in a picture book.

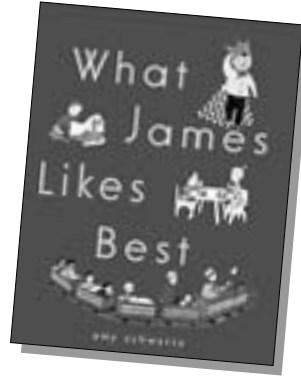
What James Likes Best – published by Atheneum – offers four brief stories of trips in a bus, taxi, rented car, and on foot, from a child's perspective. The narrative, aimed at toddlers and preschoolers, invites children to interact with the story, such as picking what they think James most enjoyed, or naming their own favorite aspects of his outings.

The Zolotow Award is presented by the Cooperative Children's Book Center (CCBC), a specialized library of the UW–Madison School of Education that focuses on books for children and young adults.

The Zolotow award committee selected five honor books:

- *Two Old Potatoes and Me*, by John Coy, illustrated by Carolyn Fisher. Alfred A. Knopf, 2003.
- *The Baby Goes Beep*, by Rebecca O'Connell, illustrated by Ken Wilson-Max. Roaring Brook Press, 2003.
- *Mrs. Chicken and the Hungry Crocodile*, by Won-Ldy Paye and Margaret H. Lippert, illustrated by Julie Pashkis. Henry Holt, 2003.
- *Calabash Cat and His Amazing Journey*, by James Rumford. Houghton Mifflin, 2003.
- *Tippy-Toe Chick Go!* by George Shannon, illustrated by Laura Dronzek. Greenwillow Books/HarperCollins, 2003.

For more information on the Zolotow Award, go online to www.education.wisc.edu/ccbc/zolotow.htm.



CCBC Resources

The Cooperative Children's Book Center (CCBC) – a specialized library of the UW–Madison School of Education that focuses on books for children and young adults – makes a range of information available online. Here are some recently updated examples:

The CCBC maintains and updates statistics and information on books by and about African Americans, American Indians, Asian/Pacific Americans, and Latinos. Links include information about small presses owned and operated by people of color.

Go to:

www.education.wisc.edu/ccbc/pcstats.htm

The CCBC has developed a bibliography titled *Feeling Hungry? Satisfying Books about Food for Young Children* for the Child Care Information Center operated by the Wisconsin Department of Public Instruction.

Go to: www.education.wisc.edu/ccbc/bibs/food.htm

The CCBC compiles information about children's and young adult books written, compiled, translated and/or illustrated by Wisconsin book creators. For more information, go to: www.education.wisc.edu/ccbc/wisc/id2004.htm

Celebrating American Education Week at UW–Madison

Join the School of Education for a stimulating week of workshops, forums, and public lectures to mark American Education Week, November 14–20. This nationwide celebration of K–12 education recognizes the people in schools, homes, and communities who work together to help children and young adults learn.

A keynote address by Stanford University education professor Michael W. Kirst on Thursday, November 18, will highlight the School's celebration. Kirst, who co-directs the Policy Analysis for California Education

(PACE) consortium, has gained a national reputation for his research and publications on issues such as student enrollment, performance, curriculum, human and fiscal resources, and school reform.

Other events include a daylong conference Thursday, November 18, that will bring together educational leaders, policymakers, and K–16 practitioners to discuss challenges facing educational leadership. Participants will include Arnold Mitchem, president of the Council for Opportunity in Education, whose work has resulted in

the expansion of federally funded TRIO Programs.

A public lecture on Friday, November 19, will feature acclaimed author Francisco Jimenez, whose collected short stories document his childhood and adolescence as a migrant worker. ■

Details about these and other American Education Week events will be posted on the School's website in mid-September: www.education.wisc.edu. Information is also available at (608) 265–7875 or jholt@education.wisc.edu.

Focus on psycho-social factors

The UW–Madison Office of Education Outreach and Department of Counseling Psychology are launching a Certificate of Completion in Psycho-Social Factors in Student Achievement – a program developed especially for K–12 teachers, principals, counselors, school psychologists, and social workers. To receive the certificate, participants must complete two courses, three workshops and two conferences.

The program – designed to be completed in one to two years and meet Wisconsin Department of Public Instruction professional teaching standards – addresses the impact of various factors on student achievement, such as class, gender, race, family academic values, quality of school curriculum, individual self-concept, and student skills.

Conferences include the 2nd Annual Challenges in Education: Introduction to Psycho-Social Factors

in Student Achievement, September 28–29, and Counseling Psychology’s 2005 Social Justice Conference, March 3–4. Workshops begin with “Working with Cultural Diversity in Classrooms in Schools,” December 6; “Truancy,” May 3, 2005; and “Motivating Adolescents,” June 21, 2005. The Counseling Psychology courses will be offered next spring and summer.

For more information, go online to www.education.wisc.edu/outreach/certificate.html.

Other Outreach programs

This fall, the UW–Madison Office of Education Outreach is offering an array of programs for educators.

For details, go online to www.education.wisc.edu/outreach/ or contact the Office of Education Outreach by calling (608) 263–5140 or by e-mail to outreachinfo@education.wisc.edu.

UW education programs get high marks

Deans of the nation’s top schools and colleges of education rate the UW–Madison’s core education programs among the best in the United States, according to this year’s *Best Graduate Schools* guidebook published by *U.S. News & World Report*.

The reputational survey of deans was conducted as part of the annual *U.S. News* rankings, which looked at nearly 160 graduate institutions. Overall, *U.S. News* ranked the UW–Madison School of Education as sixth best in the nation, tied with the University of California-Berkeley, among peer institutions.

In the rankings of individual programs, UW–Madison was:

- No. 1 in educational psychology
- No. 1 in curriculum and instruction
- No. 2 in educational administration/supervision
- No. 2 in elementary education
- No. 2 in rehabilitation counseling
- No. 2 in secondary education
- No. 3 in educational policy
- No. 6 in counseling/personnel services
- No. 7 in vocational/technical education
- No. 11 in special education

Improving access to learning objects

UW–Madison’s Center for Instructional Materials and Computing (CIMC) and the UW–Oshkosh College of Education and Human Services have been awarded a UW System Curricular Redesign Grant for the project *Improving Access to Learning Objects for Teacher Education*.

According to CIMC Director Jo Ann Carr, this grant will fund the development of a portal to learning objects – computer-based reusable instructional components – for teacher education in the MERLOT database – www.merlot.org – and provide for a faculty development program in the use of learning objects for teacher education.

Education grants and funding sources: The CIMC staff maintains and updates links to education funding resources – private and non-profit, government, fellowship, and award programs targeted at education. For more information go to: http://cimc.education.wisc.edu/ed_info/professional_guides/grants.html

Links to other education resources – including copyright information, curriculum guides and lesson plans, clipart, technology, tests and measurements, professional development, research and writing guides, organizations, associations, and agencies – are available at: http://cimc.education.wisc.edu/ed_info/index.html

Education Building

continued from page 1

“As we proceed with major redevelopment elsewhere on campus, John and Tashia Morgridge recognize the importance of preserving the campus’ heritage. This gift will allow us to tastefully restore a 104-year-old building so that it can serve the University – and its mission to turn out highly qualified educators and other professionals – for at least another 100 years,” says Chancellor John D. Wiley.

PHOTO: UW-MADISON ARCHIVES



This 1901 photograph shows the new Engineering Building on Bascom Hill, which later became the Education Building.

“It’s so exciting to imagine the phenomenal impact that this gift will have on the School of Education and on the central, historic area of the campus,” says Andrew A. Wilcox, president of the University of Wisconsin Foundation. “A gift of this nature reflects imaginative, courageous philanthropy that gives us the wherewithal to do something that was, if not impossible, at best improbable under current circumstances.”

The Education Building – located on Bascom Hill next door to the University’s oldest building, North Hall – was recognized as architecturally significant when designed and built in 1899–1900. It exemplifies the Beaux Arts architectural style through its balanced, layered, symmetrical design and elaborate decorative touches that draw on Greek and Roman themes.

Other prominent local structures built in this style include the State Capitol, State Historical Society Building, and Agriculture Hall on campus. What distinguishes the Education Building from these other structures, with their marble facades, is its unique brick construction.

The building initially housed the College of Mechanics and Engineering. In 1910, a west wing was

added and the attic expanded into a full fourth floor, but the added space could not keep pace with the growing needs of Engineering. In 1931, Engineering began moving to new facilities near Camp Randall, and Education soon began to move into the Bascom Hill building. By 1951, Education occupied the entire building, which was remodeled to convert laboratories into classrooms and offices.

Today, the School of Education enrolls nearly 3,400 students, making it the third-largest school or college on the Madison campus (after the College of Letters and Science and the College of Engineering). The School’s eight academic departments, three research centers, two specialized libraries, and other service units are housed in 17 buildings across the UW–Madison campus.

The Education Building on Bascom Hill houses the School’s administrative offices, student-advising services, placement and career services, minority student services, departments of Educational Policy Studies and Counseling Psychology, and the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), a research/professional development unit. Classes in the building’s 11 general assignment classrooms serve nearly 9,000 students each year. Also, 12,700 people a year attend events or meetings in the building’s two conference rooms.

About the donors

A 1955 graduate of the School of Education, Tashia Frankfurth Morgridge has maintained close ties with the School, serving on its Board of Visitors and, with her husband, sponsoring scholarships to support students preparing to become teachers. A retired special education teacher, she has been a volunteer teacher for the learning disabled.

John Morgridge, a 1955 graduate of the School of Business, has served as president, CEO, and chairman of the board of Cisco Systems, Inc. and is credited with building the San Jose, California company into the leading global supplier of computer networking products.

The couple’s support for UW–Madison also includes gifts to the School of Business; the Morgridge Class of ‘51 Scholarship; John P. and Tashia F. Morgridge Scholarship Fund and a chair in reading, both in the School of Education; and a chair in computer science in the College of Letters and Science. They have supported such building projects as the Morgridge Auditorium in Grainger Hall and the renovation of the Red Gym, which houses the Morgridge Center for Public Service. ■

A PROUD PAST, A BRIGHT FUTURE

The School of Education traces its roots to the very beginning of the University of Wisconsin. When the University was established in 1848, “the theory and practice of elementary instruction” was one of the four original departments. The first teaching certificates were awarded in 1879, and the Stearns Summer School for Teachers, one of the earliest professional development programs for practicing educators, started in 1887 – back when total University enrollment was 539.

Since those days, we’ve come a long way. Today, in addition to the highly regarded teacher-preparation programs, the School of Education at UW–Madison is home to outstanding programs in the arts and human services. Over the years, this rich mix has produced some remarkable achievements, for instance:

- In 1921, the first radio broadcast of a class (music appreciation).
- In 1926, the first college dance major.
- In 1964, the first formal glass-working course.
- In 1966, one of the first exercise programs for heart patients.

With a national reputation for leadership and innovation, the School puts its expertise to work to address some of today’s most pressing needs. For example:

- Because reading is critical to the success of every learner, the School has established one of the nation’s few endowed professorships in literacy.
- The Wisconsin Center for Education Research is leading a major federally funded initiative to improve mathematics and science education by developing more effective ways to train K–12 teachers and the professors who prepare them.
- Researchers in the Department of Kinesiology are contributing to the treatment of such pressing health issues as diabetes, Parkinson’s disease, fetal alcohol exposure, traumatic brain injury, and the effect of exercise on pain in older adults.

While proud of the School’s achievements, we must keep moving forward, continually exploring ways to improve teaching, learning, and the overall quality of life for people of all ages and backgrounds. We know that, to tackle the challenges of the 21st century, we will need new research, new initiatives, and new partnerships.

Private support has significantly enhanced the quality of the School of Education and will continue to play a key role in the years ahead. We invite all alumni and friends to help support the School’s vital work.

To learn more about giving to the School, go online to www.education.wisc.edu/givingtotheschool/index.asp.

To discuss further opportunities for giving, contact Jennifer McFarland at the University of Wisconsin Foundation by calling (608) 263–0851 or by e-mail, to jennifer.mcfarland@uwfoundation.wisc.edu.

Every gift makes a difference! Thank you!

UW–MADISON SCHOOL OF EDUCATION BOARD OF VISITORS

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Deans' Delight

Two emeritus deans of the School of Education, John H. Palmer, left, and Donald J. McCarty, right, join W. Charles Read, the current dean, for public announcement of the \$31 million gift for the renovation and addition to the Education Building (see story inside). McCarty served as dean from 1966 to 1975, followed by Palmer, who led the School until 1991. Read has served as dean since 1995.

For a full story, go online to:
www.news.wisc.edu/9333.html



**SCHOOL OF
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