

# *Campus* CONNECTIONS

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

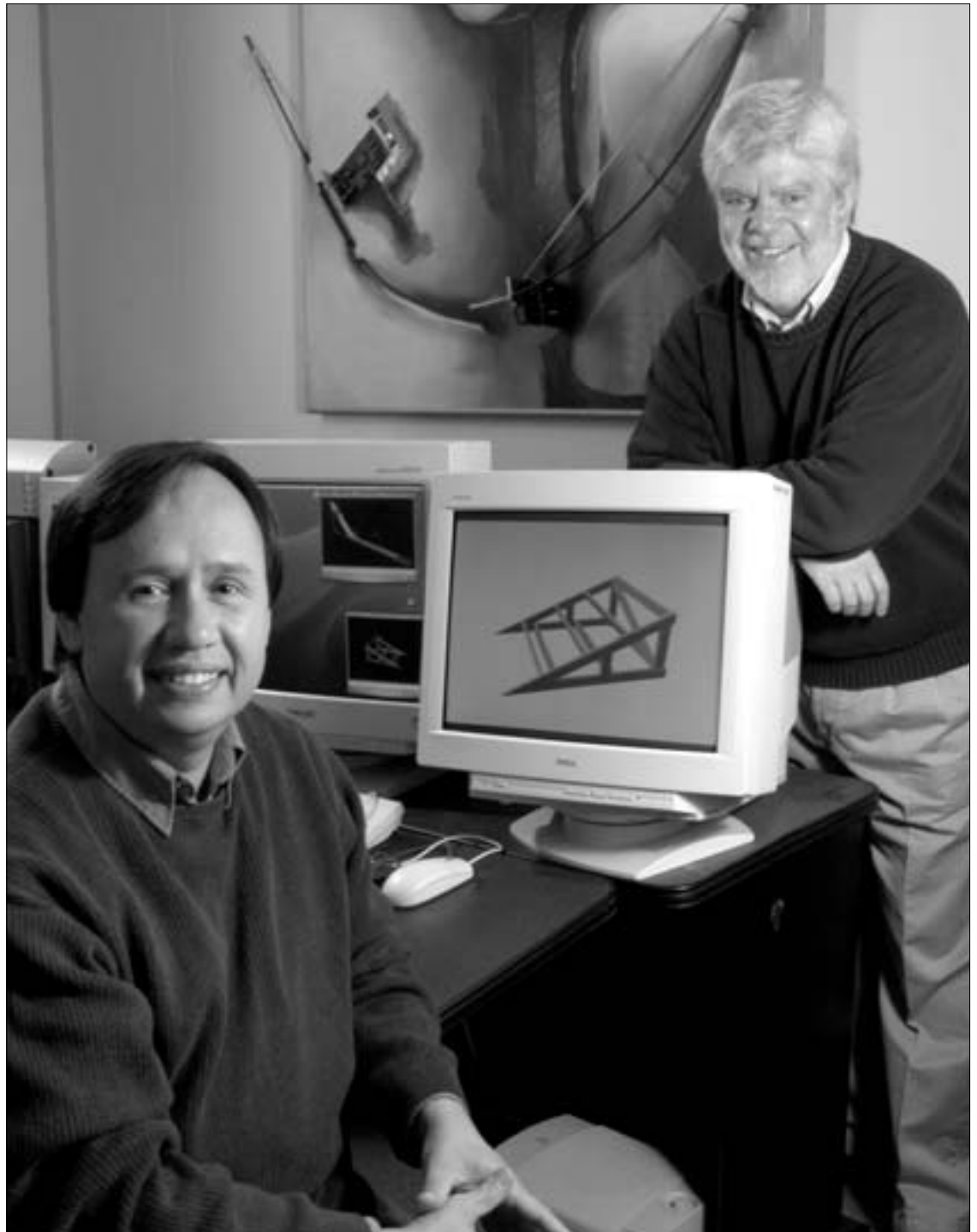
## **Hands-on Mathematics**

Brian Bottge and Enrique Rueda create video-based programs that help improve students' skills.



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

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## *Campus* CONNECTIONS

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

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**DEAN SINCE 1995**

# W. Charles Read announces retirement

W. Charles Read, dean of the University of Wisconsin–Madison School of Education since 1995, has announced that he will retire on June 30.

“The faculty, staff and alumni of the School of Education have been extraordinarily supportive in our endeavors over the last 10 years. Because of them, the school has made substantial progress in many areas,” says Read.

“It’s not easy to leave when so many great people make the dean look good,” he says. “But [my wife] Helen and I have just become grandparents and are looking forward to the next phase of our lives.”

Thousands of teachers, principals, superintendents, counselors and other professionals across Wisconsin and beyond hold degrees from the School of Education, which has alumni in all 72 counties of the state.

“Chuck is an innovator, committed to improving classroom teaching and learning,” Chancellor John D. Wiley says. “His advocacy of meaningful changes in teacher education and his ability to strengthen the school’s connections with teachers, local school districts and state administrators exemplify the Wisconsin Idea.”

Wiley says Read has broadened gift support for the school, expanded the school’s research programs and has worked to boost its influence far beyond the campus.

“Chuck’s dedication to meeting the needs of students and communities is reflected daily in classrooms across Wisconsin,” the chancellor says.

Read, a former high school English teacher, earned a master of arts in teaching and a Ph.D. in linguistics and education from Harvard University. He joined the UW–Madison faculty in 1970 as a professor of English and linguistics. The Dubuque, Iowa, native has written three books and numerous articles, and his research on linguistics and literacy has been

widely cited. At UW–Madison, he has served as chair of the Department of Linguistics and as associate dean and interim dean of the Graduate School.

“Chuck is a model of good stewardship of this university’s interests, as dean, department chair and in leading the Graduate School,” Wiley says. “I’ve come to count on him for his steadiness, wisdom and good counsel. He is a remarkable asset.”

Named as the seventh dean of UW–Madison’s School of Education in 1995, Read leads one of the most highly regarded schools of education in the nation. The School’s eight academic

departments enroll more than 2,300 undergraduate and 1,000 graduate students each year in a diverse range of programs, which include teacher preparation, art, dance, occupational therapy, rehabilitation psychology, exercise science and athletic training.

The School also plays a leading national role in education research. The School’s Wisconsin Center for Education Research is one of the nation’s oldest and largest education

*continued on page 17*



JEFF MILLER/UNIVERSITY COMMUNICATIONS



JEFF MILLER/UNIVERSITY COMMUNICATIONS

Truman Lowe, professor of art, talks about his role at the new National Museum of the American Indian. page 12

## Inside *Campus Connections*

- FOCUS:** Video-based program gives students hands-on grasp of mathematics concepts. **2**
- LEARNING:** PEOPLE students learn by thinking as journalists. **6**
- FRONTIERS:** Mead studies legal foundations of charter schools; Gamoran selected to lead WCER. **9**
- ARTS:** Lowe puts a national spotlight on modern Native art; arts briefs. **12**
- PEOPLE:** Art alumna creates models for Smithsonian exhibits; two alumni receive Milken teaching awards; alumni updates; faculty/staff news, books. **15**
- ACCESS:** CCBC unveils redesigned website; Occupational Therapy set to launch master’s program; teaching with graphic novels. **22**

# If they build it, they will learn

Hands-on approach engages students in math

The three hovercrafts glide down the school corridor on cushions of air generated by leaf blowers, cheered on by the teams that created them. In the end, however, it hardly matters who wins these races.

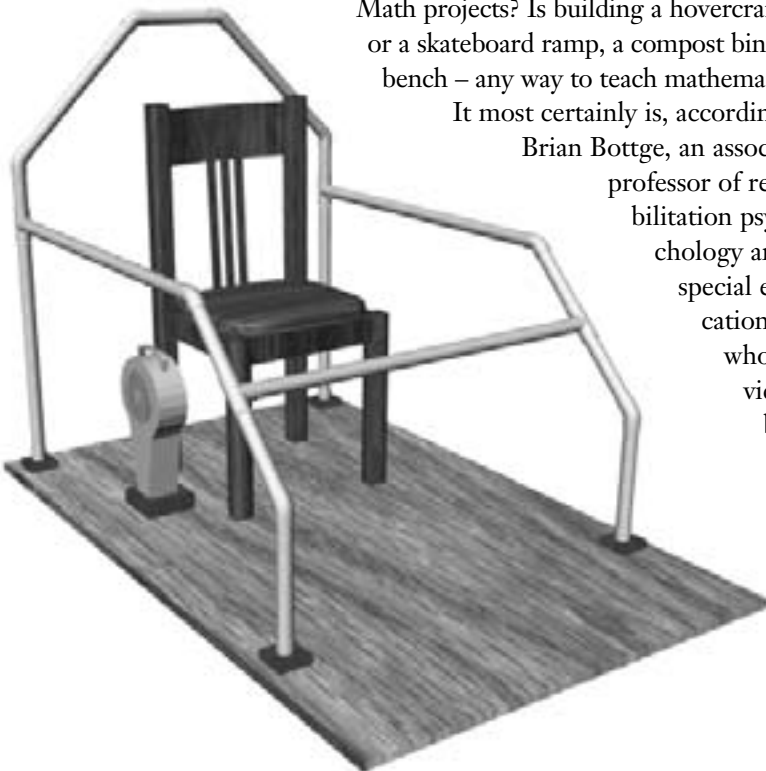
The students who fashioned these contraptions from plywood and plastic pipes are just delighted that their math projects really work.

Math projects? Is building a hovercraft – or a skateboard ramp, a compost bin, or a bench – any way to teach mathematics? It most certainly is, according to Brian Bottge, an associate professor of rehabilitation psychology and special education, whose video-based

programs guide students in doing just that. Bottge’s ongoing research shows that this approach effectively engages students – especially low-achievers turned off by traditional math instruction – in solving real math-based problems.

Low-achieving students – many of them with learning and/or emotional disorders – often face a “double whammy” when it comes to math. Bottge explains: “Many students with disabilities in math also have reading problems,” which in turn compounds their difficulties in interpreting word-based math problems – like those commonly used on standardized tests. He believes that such students can learn math more effectively in real-world situations and has developed instructional materials based on that concept.

“Most of my teaching career was dedicated to helping students who had trouble learning,” notes Bottge, who taught in K–12 schools for 15 years and served as a district-level administrator of assessment for nearly ten years. He has been at





After watching the video *Fraction of the Cost*, studying the animations, and creating models with drinking straws, students get real-world lessons in mathematics by building and testing hovercrafts. At left, Rich Hagens, the technology education teacher at Lodi (Wisconsin) Middle School, helps students build a hovercraft. Below: With a push from Lyle Hendrickson, 7th-grade math teacher at Lodi, a student takes a test ride in the completed project.

UW–Madison since 1997. During his post-doctoral work at Vanderbilt University, he began to focus on making math accessible to lower-achieving students through the use of video-based “anchors” – called that because they “anchor students’ thinking in contexts that they recognize and can remember later.”

That’s where building the hovercrafts and skateboard ramps comes in.

Based at the Wisconsin Center for Education Research, Bottge collaborates with multimedia designer Enrique Rueda – who earned his B.S. and M.F.A. in art at UW–Madison – to create teaching tools that use videos and animations to support this approach, called “Enhanced Anchored Instruction” (EAI). They train teachers to use these tools, and then observe how the teachers and their students perform. Their classroom studies, along with ideas offered by teachers, have led to refinements.

Their most recent studies have used *Fraction of the Cost*, a video-based program on CD-ROM, which features three Madison middle school students who want to build a skateboard ramp. The video follows the students as they study schematic plans and discuss how to build a ramp with the materials and money they have available. The CD’s color-coded and three-dimensional animation modules allow students to visualize and manipulate the materials and the ramp in a virtual environment.



After solving the problems posed in *Fraction of the Cost*, the students then apply what they’ve learned to plan, draw, and construct rollover cages for hovercrafts, using PVC pipe and plywood. After making individual models using plastic straws, the students pick three designs, and divide into teams to build them. On the last day, they get to see their creations in action.

Bottge has found that the math problems imbedded within *Fraction of the Cost* challenge most middle and high school students at all ability levels, and most of those who complete the work, especially low-achieving students, show considerable improvement in their skills. Working in situations unimpeded by low reading skills, many students with disabilities have matched the performance of average-achieving students on concepts related to distance, rate, and time; on graphing, linear function, and rate of change (slope); and on reliability and measurement error.

“These findings suggest that low-achieving students not only can solve math problems that are motivating to them, but also can apply the skills to solve other similar but slightly different problems,” Bottge says.

“Results of our studies suggest that low-achieving students are motivated to solve the video-based and applied problems,” he explains. “They also remembered how to solve the problems several weeks after instruction. Especially noteworthy has been the improved behavior on the part of students as they worked for weeks to solve the problems in the video.”

He notes that government and professional leaders have called on educators to help all students acquire the skills necessary to succeed in the workplace. Yet he points out significant differences between “school problems” – the teaching of mathematics using text-based problems that require reading and computational skills – and the “real problems” of applying mathematics in job settings. With EAI, he says, “What we’re trying to teach them is what they’ll use outside of school.”

These studies, funded by a series of grants from the U.S. Department of Education, have involved several schools in the state of Washington – working with Central Washington University – and Lodi Area Middle School in Wisconsin.

Last year, Bottge’s team added another site, Dane County Transition School, which is designed as an educational “last chance” for at-risk students from 15 rural school districts across the county. When EAI was introduced there, Bottge stepped back into the role of classroom teacher to help get a group of students excited about math.

“We’re seeing the kids engaging in this,” says Rueda, who describes the approach as “bringing in the reality of mathematics.”

Teachers who have participated in Bottge’s studies praised EAI:

In a letter of support, Lyle Hendrickson, who teaches seventh-grade math at Lodi Middle School, said that teaching with EAI “has not only increased my understanding of how students learn math, but how they approach problems much better if they feel connected with what they are doing. The best part was that during this instruction you couldn’t tell which students did or did not have disabilities learning math.”

In another letter, Suzanne Stephan, a special education teacher from Entiat, Washington, wrote: “Anchored instruction leveled the playing field for my students who have learning disabilities. It changed my students’ attitude about school and actually prevented several from dropping out.” Stephan said the experience of using the video-based program made students more willing to engage in discussions and speak in front of groups.

Jessica van Son, a special education teacher from Longview, Washington, wrote that she used EAI to teach sixth-grade students “who disliked math with a passion, because it didn’t make sense to them. ... As the year continued, the students began to have confidence in themselves. They became risk-takers, which carried over into their other content areas. They also participated more in class and could explain their problem-solving strategies in depth.” By the second year, van Son saw many of these once-struggling students “become facilitators of learning” by passing along problem-solving strategies to their classmates.

Bottge emphasizes that all instruction is aligned with the standards established by the National Council of Teachers of Mathematics, which recommends that all students have opportunities for solving meaningful and complex math problems. Specifically, the video-based and applied problems address the standards of number and operations, geometry, measurement, problem solving, communication, representations, and connections. In addition, the program also relates to five of the ten Wisconsin Teacher Standards.

BOB RASHID



### Brian A. Bottge

- ◆ Associate Professor, UW–Madison Department of Rehabilitation Psychology and Special Education
- ◆ Ed.D. '91 in special education, Vanderbilt University
- ◆ To learn more about Bottge, go online to: [www.education.wisc.edu/rpse/faculty/bbvita.asp](http://www.education.wisc.edu/rpse/faculty/bbvita.asp)

To measure student achievement, Bottge and his team use standardized tests (Iowa Tests of Basic Skills), curriculum-aligned problem-solving tests, and video-analysis. He adds, “Classroom observations provide rich details about what students with disabilities are thinking as they attempt to solve complex problems.”

Traditionally, math instruction has focused first on basic skills and then on applying those skills once students have mastered them, he explains. Low-achieving students taught in this manner rarely get opportunities to tackle higher-order (and more interesting) problems, because teachers believe that they are not ready. In his studies, teachers engage students first by showing how math is applied, and then teaching necessary skills as they are applied.

His latest grant from the U.S. Department of Education – \$1.05 million over five years – will enable him to study the comparative effectiveness of explicit versus informal methods of teaching basic math skills. Bottge’s proposal was among just four nationwide funded in 2004 through the Cognition and Student Learning Research Program of the department’s Institute of Education Sciences. This program supports research aimed at improving student learning by applying advances in cognitive science to significant problems in education.

In his proposal, he notes: “Prominent in modern theories of teaching and learning is the recognition that students bring to the classroom a rich store of knowledge untapped by conventional teaching practices.” His earlier research showed that remedial students using a video-based anchor called *Kim’s Comet* were able to match the problem-solving performance of pre-algebra students by drawing on previously untapped knowledge.

Bottge especially wants to figure out a more ingenious way to teach fractions to students with disabilities.

He also notes that his studies have shown him that “we haven’t been using our school personnel in all ways that help kids.”

At Lodi Middle School, he has been working with a team of math, special education, and technology education teachers, which

## Enrique Rueda

- ◆ Multimedia Senior Research Artist at the Wisconsin Center for Education Research
- ◆ M.F.A. ‘90 in art, UW–Madison
- ◆ To learn more about Rueda and his work, go online to <http://facstaff.wcer.wisc.edu/enrique/>

he describes as ideal for teaching low-achieving students. Special and regular education teachers and students work together, sharing their different skills and patterns of learning and seeing, to solve complex problems of reading and math. Unfortunately, he notes, too few schools recognize the potential value of technology education classes – once known as shop classes – for teaching math and in many places such classes are being cut. ■

To learn more about Enhanced Anchored Instruction, go online to: [www.wcer.wisc.edu/TEAM/](http://www.wcer.wisc.edu/TEAM/). The site includes parts of the *Fraction of the Cost* program, including video and animation.



BOB RASHID



ENRIQUE RUEDA

As part of the program *Fraction of the Cost*, students at Lodi Middle School use an animation created by Enrique Rueda to figure out the most cost-effective way to use the available lumber to build a skateboard ramp.

KERRY G. HILL



Allen Rhodes, a senior at Bradley Tech High School in Milwaukee, interviews Art Shegonee for a report on the Call for Peace Dance Company.

## Teens learn by thinking like journalists

The friendly banter subsides, a tacit signal that it's time to get down to business. At the front of the room, the veteran editor begins to announce assignments. The six young reporters jot notes and occasionally call out for confirmation of source names, titles, and organizations.

Armed with bits of information, these eager journalists dive onto the Internet in search of background material to help them prepare to conduct interviews the next day.

Collectively, this young team will tell the story of Madison's Bayview neighborhood – the final pieces of a series that also covers the Burr Oak and Bram's Addition neighborhoods. They have less than a week to complete their reports, print and audio, to post on a website called the *South Madison Times* (<http://coweb.wcer.wisc.edu/smt>).

These fledgling reporters are actually college-bound high school seniors from Milwaukee, who are participating in a summer residential journalism workshop at UW–Madison through PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence). PEOPLE, which is administered in the School of Education, is designed to promote post-secondary education for Wisconsin disadvantaged and minority students.

Chris Long, an experienced journalist working on his Ph.D. at UW–Madison, runs the workshop as much like a professional news organization as possible. The workshop – which meets weekday mornings for six weeks – introduces students to the practice of print and broadcast journalism by directly engaging them in community reporting. They also learn by meeting with professional journalists and visiting newsrooms.

In the afternoons, the students continue their media immersion with paid internships at campus radio station WSUM and two community newspapers, *The Madison Times* and *La Comunidad*.

The journalism workshop is among the hands-on sessions organized by PEOPLE for participants who are entering their senior year in high school. Other workshops focus on such areas as law, medicine, architecture, computer animation, aviation, crime-scene investigation, video production, chemistry, physics, and other sciences.

“These are real-life situations,” says Walter Lane, the assistant dean in charge of PEOPLE. “It helps students in their career decision-making process. They find out for themselves what the fields are really like.”

The PEOPLE staff plans programs in direct response to the interests expressed by the partic-

ipants. So, when several expressed an interest in journalism, PEOPLE invited the School of Journalism and Mass Communication to develop a workshop.

Journalism professor Lewis Friedland suggested connecting the PEOPLE workshop with ongoing learning sciences/journalism research, led by David Williamson Shaffer, assistant professor of educational psychology, and Friedland.

In a series of projects called *Epistemologies of Practice*, Shaffer and his team have been investigating how various professions – such as journalism, urban planning, and engineering – can serve as models for effective learning. Long and graduate researcher David Hatfield fashioned the journalism workshop curriculum based on one of those projects, *ByLine*, which uses software tools developed by Hatfield and his colleagues.

“Journalists have a way of thinking about the world,” Shaffer explains. “The training is not the same as what happens in a classroom,” but involves work experience, with support and guidance from mentors. He notes that journalists have specialized skills, techniques, and a sense of identity that affects their “ways of doing things, ways of seeing things, and ways of being.”

In the *ByLine* pilot studies, Shaffer’s team worked about 12 hours over three weeks with students at an after-school program at Madison’s

Neighborhood House Community Center. The PEOPLE workshop, combined with the internships, immerses the participants in journalism for about 240 hours over six weeks.

A day after assignments are given, Long and his team trek to the Bayview Community Center. In the center’s conference room, they set up stations to interview key people about their various roles in and perspectives toward this diverse community, once known as the Greenbush.

Community members soon begin popping in, and the journalists quickly get to work. Over the course of the next hour or so:

- Alicia Clausel learns about the Triangle Ethnic Festival from coordinator David Haas, the Bayview Foundation’s executive director.
- Allen Rhodes gets the story behind the Call for Peace Dance Company from founders Dawn and Art Shegonee.
- Tiereny Green chats with Nancy Giffey, the center’s art teacher, about her love of working with children.
- Luis Cardona learns about the success of the South Madison Farmers Market from coordinator Robert Pierce.
- DeAndre Taylor talks with Paul Ly, Bayview’s director of housing, about his personal journey from Laos to Madison.
- Amber Stamps interviews True Thao, a Hmong-American woman who works with a non-profit organization that helps immigrants adjust.

“The experience of being reporters and meeting and talking to community leaders and officials was empowering for these students,” Long says. “Indeed, one of the kids wrote after the first interview session that it had been a ‘life-changing’ experience because, as a teen, she wasn’t used to adults talking to her like that.”

He adds, “I’m quite sure that getting to know these three communities and acting as journalists for six weeks led to a better understanding of what it means to be a journalist and the role of journalists and journalism in the community for all the students.”

As a follow-up, the learning sciences researchers are analyzing how the experience affected the participants, using interviews con-

*continued on next page*



**Amber Stamps, a senior at Milwaukee’s Rufus King High School, reviews her notes and audio-tape of one interview, while waiting for another source to arrive.**

## About PEOPLE

Here are some facts about PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence):

- Launched in 1999 as part of UW–Madison’s Plan 2008 to enhance campus diversity.
- Designed for African-American, American Indian, Asian-American (with emphasis on Southeast Asian-American), Hispanic/Latino, and disadvantaged students.
- Currently serves approximately 800 high school and middle school students from public schools in Milwaukee, Madison, Racine, Waukesha, the Ho-Chunk Nation, and the Menominee Nation.
- Emphasizes enrichment in math, science, and writing, and incorporates technology.
- Participants build study skills and receive information on college preparation and testing, academic and career options, and other subjects to foster graduation from high school and success in college.
- Those who complete the pre-college part of the program and are accepted for admission to UW–Madison receive a tuition scholarship for up to five years.
- Approximately 80 PEOPLE graduates enrolled in UW–Madison for the fall 2004 semester.

ducted before and after the workshop, as well as videotaped sessions.

Citing preliminary findings, Shaffer says, “We are seeing significant changes in the way they think and see the world.” He adds that researchers want to identify which elements of the workshop most stimulated these transformations and how that can be enhanced.

Next summer, Shaffer’s team will expand the collaboration with PEOPLE, this time using the journalism approach to promote an interest in science among middle school students.

Several of the 2004 participants are considering careers in journalism. But Long isn’t measuring the workshop’s success by how many reporters it produces.

“Whether or not any of the students goes on to become a practicing journalist, the workshop may have contributed in some way toward them becoming more effective citizens,” he explains. “One of my students spoke at the program’s closing luncheon and, after describing his experience, concluded by saying that he was looking forward to taking what he had learned back to his own community in Milwaukee. That was definitely music to my ears.” ■

### SUPPORT FROM SBC FOUNDATION

The SBC Foundation recently awarded a \$250,000 grant to support the PEOPLE program.

“We are pleased to support the UW–Madison PEOPLE Program, which is essential in providing low-income and minority students with the opportunity to gain access to higher education and prepare them for lifelong success,” said SBC Wisconsin President Paul La Schiazza.

The SBC Foundation has been the largest private supporter of PEOPLE, donating \$600,000 in 1999 as part of a larger, \$1.5 million grant in support of UW–Madison’s Plan 2008.

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# Charter schools navigate uncharted waters

Touted by proponents as a means to foster more creative environments for learning, charter schools began to sprout on the American education reform landscape in the early 1990s. From the start, these new institutions – created by agreements that grant autonomy from some regulations in exchange for obligations to achieve specific educational goals – have raised a myriad of thorny legal questions and concerns.

Today, charter schools have become firmly rooted, with authorizing statutes enacted by 41 states and the District of Columbia. According to the Center for Education Reform ([www.edreform.com](http://www.edreform.com)) in Washington, D.C., nearly 2,700 charter schools now are up and running, with a total enrollment of nearly 685,000 students, including almost 26,800 in Wisconsin. According to the Wisconsin Department of Public Instruction, 161 charter schools are in operation across the state, led by Milwaukee, with 34, and Appleton, which in the fall opened its tenth charter school.

Even as this growth occurs, charter schooling still rests on foundations that haven't fully settled. "The legal terrain on which charter schools operate is complex," explains Julie F. Mead, an associate professor in the Department of Educational Leadership and Policy Analysis. "It's always evolving."

Mead's interest in charter schools stems from her studies of disability law and school choice initiatives – the focus of her doctoral studies at UW–Madison. She came to these questions as a former teacher of students who are hearing impaired and a former special education administrator for Cooperative Educational Service Agency (CESA) 2, which provides assistance to 75 school districts in south-central and southeastern Wisconsin.

"I still think of myself as an advocate for kids," she says. Instead of working with individuals in a classroom, Mead now deals with policies and legal foundations that affect all students, especially those with disabilities.

She and Preston C. Green III, an associate professor of education policy studies at Pennsylvania State University, recently co-wrote *Charter Schools and the Law: Chartering New Legal*

*Relationships* (Christopher-Gordon Publishers, Inc., 2004), a book described as a first-of-its-kind resource for practitioners, policy-makers, and attorneys. Last summer, Mead taught an eight-week seminar on the legal aspects of charter schools and school choice, and in June spoke at the National Charter Schools Conference in Miami.

In their book, she and Green approach school law as "the study of relationships a school has with the state, community, its school board, its staff, its students, and its parents." Traditionally, these relationships have been based in state constitutions, statutes, and regulations that apply to all schools. Charter schools, however, are authorized under different laws, which permit relationships to be defined by contracts between chartering authorities – mostly, but not exclusively, school districts – and operators of individual schools.

Even as the number of charter schools continues to grow, significant misconceptions about these institutions persist. Mead dispels three common misunderstandings:

- "The biggest one is that people don't understand that charter schools are public schools." In Wisconsin, people often confuse charter schools with Milwaukee's choice program, which involves only private schools.
- "Charter schools are still held to the same standards as non-charter schools." That means students in charter schools must pass the same tests as those in traditional classrooms.
- "It's incorrect to say that charter schools are unregulated." They simply have a different regulating mechanism – that is, contracts. "How well they're regulated depends on the authorizing agency." And while charters free

*continued on next page*



PHOTO COURTESY OF JULIE MEAD

## Julie F. Mead

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“There are wonderful charter schools and there are terrible charter schools. We haven’t found a form of charter school that guarantees success in all instances.”

*Julie Mead*

schools from certain state regulations, other state and federal regulations, including health, safety and discrimination, still apply.

Despite their similar foundations, individual charter schools are “as varied as the types of public schools and then some,” Mead notes. Some are freestanding, while others are schools within schools. Many are designed to serve “children deemed at-risk” or with special needs, while others provide accelerated learning opportunities. Charter forms include schools linked to museums, experiential schools, back-to-basics schools, and schools with a specialized curricular focus, such as the arts, technology, environment, or language.

The type of charter school that has generated the most controversy and litigation has been the cyber-school, where instruction generally occurs online. Mead and Green point out that 25 states expressly prohibit the use of charter school laws to provide public support for home schooling, but proponents of cyber-schools, as well as home-school groups, argue that instruction delivered by public school personnel to students at home via computer differs from private home schools, where parents typically do the teaching.

In one case, the Wisconsin Education Association Council (WEAC) challenged the Wisconsin Connections Academy, the Appleton Area School District’s online K–8 school, over whether the state’s charter school statutes allow virtual schools that enroll students outside of district – and even state – borders. The courts in Wisconsin and other states generally have rejected such challenges.

“We don’t have a long thread of cases on charter schools,” Mead notes. And the nature of cases that have been filed has changed over the years. The earliest litigation consisted mostly of constitutional challenges to legislative authority to adopt charter school statutes. Now that courts have largely affirmed the authority of legislatures to enact such laws, more recent challenges have focused on interpretations of these statutes.

In the meantime, some state legislatures have stepped in to clarify their charter school statutes, she says. Some have tightened regulations; for example, Pennsylvania and California

updated their statutes to address cyber-schools. Other states have expanded charter school statutes; for instance, Wisconsin has authorized UW–Milwaukee, the Milwaukee Common Council, Milwaukee Area Technical College, and UW–Parkside to join public school districts as chartering authorities.

Possibly one of the murkiest legal areas for charter schools concerns issues of equal protection and voluntary segregation, especially for schools designed to serve students of a single gender, racial-ethnic background, or those with certain abilities or disabilities. Mead and Green devote chapters to the issues of race, gender, disabilities, and religion, as well as employment, finance, and rights of parents and students.

“We don’t have good answers,” Mead says. “We still don’t have the answer for all public schools. The Supreme Court needs to tell us.”

She says that many complaints, although not many court cases, concern special education. She cites the practices of “counseling in” and “counseling out,” in which school personnel nudge parents by suggesting that a particular charter school might or might not be appropriate for their children.

In the absence of clear direction, the federal Office of Civil Rights advises charter schools to be clear in describing their curricular approaches and then work to recruit a diverse applicant pool. Federal law forbids schools to discriminate on admissions.

Perhaps one of the most difficult questions concerns how the introduction of contracts has altered the legal relationships between schools and their constituencies. Asked who has gained influence and who has lost clout, Mead vaguely replies: “It all depends.” For example, the role of teachers’ unions might be diminished ... or might not. Some schools converted to charter schools see little change in power relationships. She describes this as an area ripe for research.

A big question, of course, is whether any studies have validated the belief that charter schools can improve the educational environment.

*continued on page 19*

# WCER researcher Gamoran named as director

Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin–Madison, has been selected as director of the Wisconsin Center for Education Research (WCER) in the University’s School of Education.

“Professor Gamoran has extensive experience as a researcher, including widely-cited work on the sociology of education,” says Charles Read, dean of the School of Education. “He has successful administrative experience as well, having chaired the Department of Sociology, which is regarded as one of the best in the country.”

“It’s an honor to lead WCER at such an important time in the development of education research,” Gamoran says. “The No Child Left Behind Act calls for schools to use programs and practices that are based on sound research evidence, and WCER scholars can play a leading role in providing such evidence for educators across Wisconsin and the nation.”

Gamoran, who became interim director of WCER in August, joined the UW–Madison faculty in 1984, after earning his Ph.D. in education from the University of Chicago, where he also received his bachelor’s and master’s degrees. He has been a faculty associate at WCER since 1985, and a faculty affiliate at UW–Madison’s Institute for Research on Poverty since 1990. He chaired the Department of Sociology from 2001 to 2004, and, over the years, has served on numerous departmental and campus-wide committees.

He was elected in 2001 to the prestigious National Academy of Education. He is a member of the American Sociological Association, the American Educational Research Association, the International Sociological Association, and the National Society for the Study of Education. He has served on the editorial boards of several professional journals. He has been a visiting professor at universities in Israel and Scotland.

His research interests include the sociology of education, organizational analysis, and social stratification. His current projects include studies on the short- and long-term effects of school desegregation and resegregation.

“Education research faces serious challenges,” says Read. “The public looks to our research to help solve pressing problems in both

PK–12 and higher education. For 40 years, studies conducted in WCER have led to significant improvements in American education, but there is much more to be done. I am confident that Professor Gamoran will prove to be the right leader for WCER in this demanding environment.”

Established in 1964, WCER ([www.wcer.wisc.edu/](http://www.wcer.wisc.edu/)) is one of the nation’s oldest, largest, and most influential university-based education research and development centers, and among the largest research units on the UW–Madison campus. Its current annual external funding totals \$23.65 million – with 62 percent from the National Science Foundation, 22 percent from the U.S. Department of Education, 9 percent from other federal sources, 6 percent from private sources, and 1.5 percent from the state of Wisconsin.

The center currently houses 50 active projects spanning the scope of education, from infant childcare and after-school programs to undergraduate curriculum reform. Specific areas include teaching, learning, and professional development; educational policy and accountability; student learning and achievement in mathematics and science; English and writing instruction; childcare, family, and community programs; higher education; assessment and intervention in special education; and educational technology.

WCER, based in the Educational Sciences Building, has 296 personnel, including 33 principal investigators, mostly faculty members, from across the UW–Madison campus.

Gamoran succeeds Andrew Porter, former professor of educational psychology, who took a position at Vanderbilt University. Porter led WCER from 1988 to 2003.



PAUL BAKER

## Adam Gamoran

- ◆ Professor, Departments of Sociology and Educational Policy Studies
- ◆ Director, Wisconsin Center for Education Research
- ◆ Ph.D. '84 in education, University of Chicago
- ◆ To learn more about Gamoran, go online to: [www.ssc.wisc.edu/soc/faculty/pages/gamoranhome.html](http://www.ssc.wisc.edu/soc/faculty/pages/gamoranhome.html)

## Lowe puts spotlight on modern Native art

JEFF MILLER/UNIVERSITY COMMUNICATIONS



Truman Lowe, professor of art and a prominent wood sculptor, shows undergraduate student Eric Monroe how to safely use a table saw and offers other woodworking tips during a sculpture class. Lowe, a member of the Ho-Chunk Nation, returned to teaching in the fall after a leave to serve as curator of contemporary art for the new National Museum of the American Indian in Washington, D.C.

When Truman Lowe speaks about his trip to Minnesota's North Shore in early 2000 to visit with George Morrison, his voice conveys a deep respect.

Lowe, professor of art at UW–Madison, had just been named curator of contemporary art for the Smithsonian's National Museum of the American Indian (NMAI) and went to the Grand Portage Reservation of the Lake Superior Chippewa to seek permission to exhibit the works of Morrison, an internationally acclaimed abstract expressionist who had profoundly influenced Lowe and other artists of his generation.

Talking about the exhibit over four days seemed to strengthen Morrison, who at this time was mostly confined to his bed, according to Lowe. At their final meeting, Lowe recalls the two sitting silently for a long stretch of time, looking out over Lake Superior – the inspiration for many of the Ojibwa artist's paintings. Finally, Morrison

gave his blessing for Lowe to proceed. A month later, Morrison passed away.

Thus began Lowe's remarkable journey, which culminated on September 21, 2004, with the gala opening of NMAI in Washington, D.C. The newest Smithsonian museum opened with four major exhibitions – *Our Universes* (on Native philosophy), *Our Peoples* (on history), *Our Lives* (on contemporary life), and Lowe's *Native Modernism: The Art of George Morrison and Allan Houser*.

The acclaimed sculptor, whose work is rooted in his Ho-Chunk heritage, returned to the UW–Madison campus this fall after an extended leave to help develop the inaugural

exhibition for the museum. His face lights up when he speaks of the experience, but he adds that he's delighted to be back in the classroom.

He says he enjoyed simply watching the building on the National Mall rise from a hole in the ground. He visited the site many times, during various phases of construction. The design of the building, as well as the grounds, incorporates Native sensibilities and features curved walls that evoke a wind-sculpted rock formation. The curved walls present challenges for curators, Lowe notes.

The museum's distinctiveness goes well beyond its physical design. NMAI has a mission to bring together the past and present, and to look to the future, Lowe explains. "It's the Native interpretation of philosophy, history, and our lives, resulting in the contemporary perspective that projects into the future."

The people whose histories, cultures, and lives are on display are intimately involved. Lowe explains that "community curators," who represent tribes, participate in planning exhibits. "The community in a sense curates the selection of objects."

Combining historic works and artifacts with contemporary art makes a significant statement, Lowe says. "This history is ongoing. Natives have not disappeared; they've become active members of modern society."

For the inaugural exhibition of contemporary art, Lowe focused on Morrison (1919–2000) and Allan Houser (1914–94), a Chiricahua Apache widely known for his modernist sculptures. "These two artists were role models for my generation and succeeding generations of Native American artists," he says, adding that he was fortunate to have known both. These two groundbreaking artists approached their art in different ways, but both rebelled against traditional views of Native art.

Morrison studied at the Minneapolis School of Art (now the Minneapolis College of Art and Design), then in New York and Europe. Lowe notes that Morrison knew many of the major figures among the abstract expressionists, such as

Jackson Pollack. Morrison's teaching career included the Rhode Island School of Design and, in his later years, the University of Minnesota.

Lowe describes Houser's art as rooted in the American Southwest, but deeply influenced by European modernists. Houser studied painting at the Santa Fe Indian School in New Mexico, also known as the Dorothy Dunn School. Within a few years, his work was exhibited in San Francisco, Washington D.C., and Chicago, and he received commissions to paint murals in the Department of Interior building in Washington.

The Haskell Institute in Lawrence, Kansas, commissioned Houser's first marble carving, a memorial sculpture honoring the Native American students from Haskell who had died in World War II. This sculpture, *Comrade in Mourning*, is currently on loan to NMAI. Houser taught art at the Inter-Mountain Indian School in Brigham City, Utah, and at the newly created Institute of American Indian Arts in Santa Fe.

Lowe relished "the opportunity to honor two artists who have made a contribution to Native American art history." His task involved locating, identifying, and selecting artwork for the exhibit. The exhibition consists of 177 objects – 108 by Morrison, 69 by Houser – with items on loan from 20 public institutions and 26 private collectors.

"I exhibited their work as artists," without any particular emphasis on their Native-ness, he says. He explains, "The intent of the exhibition is to establish the field of Native art history within American art history." This exhibit recognizes that "Native artists have been creating art and have been a part of American art history."

To accompany the exhibition, Lowe also edited a 128-page illustrated book, in which distinguished Native American writers and scholars – including N. Scott Momaday, Gail Tremblay, and Gerald Vizenor – discuss the works of Morrison and Houser in the context of contemporary art, Native American art history, and cultural identity.

While preparing the *Native Modernism* exhibition, Lowe also curated *Continuum 12 Artists*, a series of individual exhibits at NMAI's George Gustav Heye Center in New York by Native artists – "basically, my contemporaries," who have gone through the Euro-American art process, but whose works retain a Native uniqueness.

He says that these artists are distinguished by their individual origins – how they think about their history and culture – and place – where they grew up, whether on a reservation, in a rural or urban area – that has led each to create a vision, which is voiced through art.

*Native Modernism* will run for a year. Lowe says NMAI's contemporary art exhibits will change periodically, and that he will continue to be directly involved. ■

To learn more about the National Museum of the American Indian and its exhibits, go online to [www.nmai.si.edu/index\\_nmai.cfm](http://www.nmai.si.edu/index_nmai.cfm). In addition to information and background, the site features online exhibits, including *Continuum 12 Artists*.

Lowe's work is the subject of a recently published book, *Woodland Reflections: The Art of Truman Lowe*, by Jo Ortel (University of Wisconsin Press, 2003). For details, go online to: [www.wisc.edu/wisconsinpress/books/2346.htm](http://www.wisc.edu/wisconsinpress/books/2346.htm).

## Truman Lowe

- ◆ Professor of sculpture, Department of Art
- ◆ M.F.A. '73 in art, UW-Madison
- ◆ To learn more about Lowe, go online to [www.art.wisc.edu/faculty](http://www.art.wisc.edu/faculty) for a link to his faculty page

## ARTS BRIEFS

### Boatyard comes to Art

Traditional boat builder Joshua Swan has turned the Art Department woodshop into a temporary boatyard this semester.

As an Artist-in-Residence, Swan is building a traditional 14-foot rowing workboat. The style – known as a Maine "peapod" because the double-ended design makes it look like one – features cedar planking on oak framing members. Swan, who was scheduled to begin the project on January 18, is expected to take about eight to ten weeks to complete the boat.

Swan trained at the International Yacht Restoration School in Newport, Rhode

*continued on next page*



**Boat builder Joshua Swan is demonstrating his craft this semester in the Art Department's woodshop.**

Island. He has demonstrated traditional boat building at the Adirondack Museum in Blue Mountain Lake, New York, and now owns JW Swan Boatworks in Mount Horeb.

The public is invited to watch the boat come to life. The woodshop, room 7241 on the seventh floor of the Humanities Building, is open Monday through Thursday, 11:30 a.m. to 5 p.m.

For further information, contact Art Professor Tom Loeser at [tloeser@wisc.edu](mailto:tloeser@wisc.edu) or 262-0611.

### Koykkar's works performed

*Tour De Force*, a composition by Professor **Joseph Koykkar** that features electronic percussion and computer technology, was among the pieces selected for presentation at the International

Computer Music Association Conference, held in November at the University of Miami in Coral Gables, Florida. A panel of international jurors screened this prestigious event.

Koykkar is the music director for the Dance Program.

Meanwhile, Relache, an internationally recognized ensemble, performed *Panache*, Koykkar's composition for eight instruments, as part of its Future Sounds Series in Philadelphia on November 11–12.

Also, Sole Nero, a piano and percussion duo from the School of Music, features Koykkar's *Musica Per Due* as the title composition on its latest CD on the Equilibrium label. The CD features original compositions commissioned by Sole Nero.

### Elvehjem exhibit honors Gloeckler

Ray Gloeckler, master woodblock printmaker and teacher, played a vital role in keeping the once-common art of wood

engraving thriving during the last half of the 20th century.

The Elvehjem Museum of Art honored the UW–Madison emeritus professor and alumnus (B.S. '50 in art education; M.S. '52 in art) with a retrospective exhibition November 13 through January 25. The show, Gloeckler's first solo exhibition at the Elvehjem, featured 45 prints, ranging in size from a square inch to square yards. The exhibit opened with a gallery talk by the artist.

Gloeckler has created more than 200 editions, with images that lampoon the inflated and celebrate the everyday. His subjects include politics and life in America, and sometimes his own personal world. Most of his prints demonstrate his keen eye for the ludicrous in society and his sharp sense of humor.

"His work is very witty, sometimes with a sharp edge, as when he satirized political figures in the late 1960s and when he poked fun at political correctness in the '90s," says Andrew Stevens, Elvehjem curator of prints, drawings and photographs.

In conjunction with the exhibition, the museum published a catalog of Gloeckler's complete prints from 1955 through 2004. *Ray Gloeckler: Master Printmaker*, by Andrew Stevens, is available from the Museum Shop ([www.lvm.wisc.edu/MuseumShop/MuseumShop1.asp](http://www.lvm.wisc.edu/MuseumShop/MuseumShop1.asp)).

### Websites offer windows into Art areas

Websites that focus on specific areas within the Department of Art feature virtual galleries of works by faculty and students, as well as program information and news.

Here are a couple of Art area websites:

- The graphics program consists of courses in printmaking, papermaking, photography, and graphic design. [www.art.wisc.edu/graphics/](http://www.art.wisc.edu/graphics/)
- The sculpture program emphasizes a balance between concept, context, and process, with facilities for a range of processes, including wood and metal fabrication, welding, foundry, mold making and casting, non-traditional materials and other techniques. [www.art.wisc.edu/sculpture/](http://www.art.wisc.edu/sculpture/) ■

### Dolorosa represents Dance Program



UW dance students perform *Dolorosa*, choreographed by Professor Claudia Melrose. The work, which premiered at the 2003 Fall Faculty Concert, was selected to represent the UW–Madison Dance Program at the regional American College Dance Festival in March 2004 at Wayne State University.

### ARTS INFO

For the latest news and event information at the UW–Madison, go online to Arts on Campus, [www.arts.wisc.edu](http://www.arts.wisc.edu)

## Art alumna makes models for Smithsonian

The ink barely dry on her M.F.A. from UW–Madison, Natalie Settles landed an opportunity to apply her artistic talents for the nation’s most popular museums. As a result, she has contributed to projects that will be on display at the Smithsonian Institution’s museums in Washington, D.C., for decades to come.

“I love to research topics in natural history, zoology, geology, anthropology and veterinary medicine before integrating them into my artwork,” Settles explains. After earning her degree in 2003, she sought an internship at the Smithsonian’s Office of Exhibits Central (OEC), which handles everything – such as exhibit scripts, graphics, models, mannequins, brackets, and lighting – related to displays at all the Smithsonian museums.

From September to December 2003, she worked with the OEC unit that creates a wide variety of life-size and scale models for Smithsonian exhibits.

“Normally, model-making interns are put through a specific curriculum,” she says, “but the shop was very busy and they decided to try me out on a real exhibit project in order to help meet an upcoming deadline.”

On Settles’ first day, the supervisor of the model-making unit assigned her to make 40 miniature people for the model of the 1926 Southern Railway train being built for the new Transportation Hall exhibit *America on the Move* in the National Museum of American History. These figures were to be in period dress and sitting or mingling in the train.

She was given a box filled with small, plastic figures – roughly about two inches tall, all standing – and a stack of vintage catalogs and costume books for 1920’s clothing. She used tissue paper and archival glue to make dresses, pants, suits and coats, and epoxy to change each individual’s features and stance.

During the project, she talked with the model builders making the train cars and engine about such topics as Jim Crow laws and the roles of women in the mid 1920s.

Settles recalls: “I thought about all of this as I created vignettes and decided who each figure was and what each would be doing. ... Slowly

the pile of unpainted plastic people were carved, glued, and epoxied into a paunchy engineer leaning from the engine window, mail workers sorting tiny letters in the mail car, a dish washer wielding a cloth in the kitchen, a dutiful porter with a blanket in the sleeping car, a waiter leading a couple to their table in the dining car, a diner asking for more coffee.

“One scene showed an altercation between an African-American couple and a chef explaining that they could not be served in the all-white dining car. It was thought-provoking to consider all the social politics on the train.”

She adds, “It took weeks to finish and paint them all, but I thoroughly enjoyed the chance to use my background in sculpture in such a fresh and different way.”

She points out, “The process of model-making in a museum is all about details, research and communication.” Model makers met weekly to review the progress of each project, and the curator in charge of each exhibit visited the shop to discuss details and to ensure historicity.

She recalls one historical faux pas: “One discrepancy happened when the train’s sleeping car blankets were mistakenly painted blue. In those days, new blankets for the passengers were brown and were later dyed blue when they were retired and given to the porters.” She was sent to the museum, where the train already had been installed, to repaint the blankets.



PHOTOS COURTESY OF NATALIE SETTLES

**Natalie Settles, UW–Madison art alumna, tackles a tall task – sewing the leg of a Southern giraffe to be displayed in the Smithsonian’s National Museum of Natural History.**

*continued on page 16*

She went from tiny to towering, working for three days with a taxidermy crew on an 18-foot Southern giraffe. “I had a lot of sewing experience before that project, but nothing quite compared to sewing the wet heavy skin onto the foam form the other three crew members had molded and carved. While we worked, two men stood on a lift sculpting and forming the skin around the neck and head, while two of us sewed the legs and underside.”

A taxidermist who had sculpted a “stunningly real” 21-inch tongue reaching toward an acacia branch especially impressed her.

She moved on to a life-size project that involved creating mannequins to represent three Native American tribes – Hupa, Anishinaabe (Ojibwe), and Mapuche – for the National Museum of the American Indian, which opened in September 2004.

“Each mannequin was built to look like a person from the tribe it represented,” Settles explains. “Each was built to wear clothing items from the Smithsonian collection. We painstakingly took many measurements from each piece of clothing and constructed a man-

nequin to fit. All the feet, hands, and faces were cast from real people; other parts were sculpted. All the mannequins had to be made from materials that could safely touch the clothing and objects for years without causing physical or chemical damage.”

Her internship ended before the project was completed and, although she was offered a job to continue, Settles left to fulfill other obligations. “By the time I left we had cast all of the hands and feet and had them approved for authenticity. We had also begun to cast faces and were working on developing a conservationally approved coating for the mannequins.”

Back in Wisconsin, however, she continued to assist with the project by casting the faces of two Ojibwe tribe members – Patricia Loew, an assistant professor at UW–Madison in Life Sciences Communications, and her son, Dominic.

“Patty and Dominic came to my studio in Madison where I used an algae-based rubbery casting material to make molds of their faces,” she says. She used the molds to make plaster casts, which she sent to the Smithsonian, where model-makers carved the eyes open, and added a full head and body from other castings.

“In the end, the curators approved Dominic’s face cast for inclusion in the exhibit and a full model of the young man appears in the *Our Universes* exhibit in the National Museum of The American Indian.”

Settles currently is focusing on printmaking. “Now I am working as an artist showing my work nationally and internationally. My current work is a series of graphite drawings called the *Field Series*. These drawings deal with images of graves and grassy mounds and fields.” ■

For more information about Settles and her art, go online to: [www.nataliesettles.com](http://www.nataliesettles.com).

For more information and links to all the Smithsonian museums, go online to [www.si.edu](http://www.si.edu).



“The process of model-making in a museum is all about details, research and communication,” says Natalie Settles, who fashioned miniature people for a model of a 1926 Southern Railway train. Shown here are the figures she created for the mail car.

## Two alumni win Milken awards in Wisconsin

Two Wisconsin teachers – both alumni of the UW–Madison School of Education – were named among the 100 recipients nationwide of 2004 Milken Family Foundation National Educator Awards. State Superintendent Elizabeth Burmaster made the surprise announcements at all-school assemblies on October 12.

The teachers, who were selected by a panel facilitated by the Wisconsin Department of Public Instruction, are:

- **Andreal Davis** (B.S. '85 in elementary education, M.S. '95 in curriculum and instruction), a Title I reading teacher at Lincoln Elementary School in Madison and parent involvement coordinator for the Madison Metropolitan School District.
- **Lisa Skeway** (B.S. '84 in elementary education, M.S. '91 in educational psychology), a first-grade teacher at Yahara Elementary School in De Forest.

The Milken Family Foundation National Educator Awards – described by *Teacher Magazine* as the “Oscars of Teaching” – were created to reward, retain, and attract the highest caliber professionals to our nation’s schools. It is the largest educator awards program in the nation.

Milken educators receive \$25,000 each to use however they choose. The foundation will formally present the award in April at an all-expenses-paid professional development conference in Washington, D.C.

“Research repeatedly shows that the single most important factor in student achievement is the quality of the teacher in the classroom, so attracting dedicated young people to the profession is vital to Wisconsin’s mission to close the achievement gap and ensure success for every student,” Burmaster said, as she announced the Wisconsin recipients.

Davis – the 2004 recipient of the Nemece Distinguished Elementary Education Alumni Award from the School of Education – was praised for her use of cutting-edge instructional strategies and emphasis on positive working relationships with students, parents, and staff. She also is credited with developing the African American Ethnic Academy, an enrichment program.

Skeway, who “believes learning should be fun, but achievement is at the core,” is regarded as a strong leader in her classroom and throughout the school community. She is described as highly organized and demanding, with a sense of how far to push her students. ■

For more information about the Milken Awards Program, visit the Milken Family Foundation website: [www.mff.org](http://www.mff.org).



Andreal Davis



Lisa Skeway

## Read retirement

*continued from page 1*

research centers, currently housing nearly \$25 million a year in research projects, most of them federally funded.

Among the School’s accomplishments under his leadership, Read cites four as especially significant:

- Revising all of the School’s teacher-preparation programs to base certification on performance.
- Strengthening key relationships beyond the campus, especially with the Wisconsin

Department of Public Instruction, the Madison Metropolitan School District and other Dane County school districts, school leaders across the state, and alumni and donors.

- Increasing externally funded research and public service by 91 percent, from \$15.1 million in 1993–94 to \$28.9 million in 2003–04.
- Bringing more research into classrooms to enhance the quality of education for UW–Madison students.

A search committee has been formed to seek Read’s successor. ■

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

The new digital language lab in the Department of Foreign Languages at UW-Eau Claire has been named in honor of **Roma Hoff** (B.S. '48 in education, Ph.D. '56 in curriculum and instruction). Hoff is a professor emerita of Spanish at the university.

**Isabel Erichsen Hubbard** (B.S. '57 in elementary education, M.S. '79 in educational administration) was recognized at the Wisconsin Retired Educators Association Unit as an Outstanding Volunteer for the Madison area. Hubbard, a retired Madison elementary educator, has a long list of volunteer activities, including the YMCA-Dane County Board, Friends of Meriter Auxiliary Board, BCRF (Breast Cancer Recovery Foundation) Friends, UW Alumni Mentor Program, and UW Day on Campus.

**Margaretta “Margo” Kren** (B.S. '66 in art) was a visiting artist in July at the Academy of Arts and Design at Tsinghua University in Beijing. In the fall, Kren, an emerita professor at Kansas State University, was one of

nine women artists featured in an exhibit at the Sabatini Gallery of the Topeka and Shawnee County (Kansas) Public Library.

**David Bushman** (M.A. '68, M.F.A. '69 in art) recently had three solo exhibitions: 40 pieces at Drury University, Springfield, Missouri, in late 2003; 30 pieces at the Cinema Gallery in Champaign, Illinois, in September 2004; and 40 works in the Crossman Gallery at UW-Whitewater, October 5–November 6. Bushman is a professor of painting in the School of Art and Design at the University of Illinois at Urbana-Champaign.

**Donald R. Whitaker** (Ph.D. '76 in curriculum and instruction) has been appointed executive director of institutional effectiveness at Ball State University, where he heads the Office of Academic Assessment and Institutional Research. He is also professor of mathematical sciences and former department chair.

**Sue Hicks Whitaker** (Ph.D. '76 in continuing and vocational education) received a Distinguished Service Award from the American Association of Family and Consumer Sciences, of which she is a past president. She is an associate professor of family and consumer sciences at Ball State University.

**Michael V. Garner** (B.S. '77 in art education) has been named an associate at Centerbrook Architects and Planners of Centerbrook, Connecticut. Garner has been an architect with the firm since 1990.

**Kitty Kingston** (B.S. '75, M.A. '79, M.F.A. '81 in art) was elected to a three-year term as chair of the UW

Colleges Art Department. Kingston is a professor of art at UW–Marshfield, where she has taught for 15 years. She also serves on the National Board of FATE (Foundations in Art: Theory and Education), as the vice president of regional coordinators.

**Doris L. Tancredi (Lennon)** (Ph.D. '81 in kinesiology) has been promoted to vice president of Science and Clinical Evaluation/Consumer Insights and Sensory Guidance for Cadbury Schweppes. Tancredi previously worked for General Foods/Kraft and Warner Lambert/Pfizer.

**Jane Clark Lindle** (M.S. '82, Ph.D. '83 in educational administration) has been appointed as Distinguished Professor in Educational Leadership in the Eugene T. Moore School of Education at Clemson University.

**Chuck Richards** (M.F.A. '83 in art) recently published his first children's book, *Jungle Gym Fitters* (Walker Books), about a boy whose father builds a gigantic jungle gym that grows out of control in their back yard. He also completed illustrations for *Author Day for Room 3T*, written by Robin Pulver (Clarion Books), due for release in 2005. Richards is an associate professor in the College of Design at Iowa State University, where he coordinates the foundation drawing curriculum.

**Carl Vieth** (M.S. '84 in curriculum and instruction) has been appointed director of corporate education in the Department of Engineering Professional Development at the University of Wisconsin Extension. Previously, Vieth was a senior consultant and corporate training manager at GE Healthcare in Milwaukee.

### 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](http://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](mailto:soenews@education.wisc.edu)

**Carl Clingman** (B.S. '89 in art) has joined the Mayo Clinic in Rochester, Minn., as a medical illustrator in the Division of Illustration and Design. Clingman, who specializes in cardiothoracic and vascular surgery illustration, has been working with a pediatric cardiologist to produce a series of animations depicting procedures to repair congenital heart defects.

**Amy Park (Saxe)** (B.F.A. '99, M.F.A. '03 in art) has been appointed public relations/administrative coordinator for the Evanston (Illinois) Art Center. As an artist, her recent shows include *Amy's*

*Friends, Contingent Living*, and the *Muestra 2* (Mexico City), at the Bodybuilder and Sportsman Gallery in Chicago, where she previously served as assistant director. ■

## Death

**Richard W. Drebus**, (B.S. '47 in natural science, M.S. '50 in education and speech, Ph.D. '52 in counseling), died September 16, 2004, at the age of 80. He was an emeritus member of the School of Education Board of Visitors.

## BOOKSHELF

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

*Making Sense of the Holocaust: Lessons from Classroom Practice* by **Simone Schweber** (assistant professor of curriculum and instruction). New York: Teachers College Press, March 2004

*The Struggle for the American Curriculum 1893–1958, Third Edition*, by **Herbert M. Kliebard** (emeritus professor of educational policy studies). Routledge & Falmer, 2004

*Documenting Occupational Therapy Practice*, by **Karen Marcus Sames** (B.S. '80 in occupational therapy). Prentice Hall, February 2004. Sames is an associate professor of occupational therapy at the College of St. Catherine in St. Paul, Minnesota.

*Research Methods in Education: An Introduction, 8th ed.*, by **William Wiersma** (M.S. '57 in education and mathematics; Ph.D. '62 in curriculum and instruction) and Stephen G. Jurs. Boston: Allyn & Bacon, 2005. Both

authors are emeritus professors from the University of Toledo.

*Applied Statistics for the Behavioral Sciences, 5th ed.*, by D. Hinkle, **William Wiersma** (M.S. '57 in education and mathematics; Ph.D. '62 in curriculum and instruction) and Stephen G. Jurs. Boston: Houghton Mifflin, 2003.

*The American Indian Warrior Today: Native Americans in Modern U.S. Warfare*, by **J. Boyd MorningStorm (Jeffery L. Boyd)**, B.S. '77 in elementary education). Manhattan, Kansas: Sunflower University Press, 2004. ■

## Mead

*continued from page 10*

“We don’t have anything definitive,” says Mead. It’s another area that calls for research, although the typically small enrollments in charter schools make studies difficult to design. She cites recent work by John Witte, UW–Madison professor of political science and public affairs, whose research suggests that charter schools in Wisconsin are doing better on average than regular schools. (Witte heads the Wisconsin Charter Schools Study. For details, go online to [www.lafollette.wisc.edu/wcss/](http://www.lafollette.wisc.edu/wcss/).)

“There are wonderful charter schools and there are terrible charter schools,” says Mead, who emphasized the distinction between the form and the substance of charter schools. “We haven’t found a form of charter school that guarantees success in all instances.”

Because of her focus on equity, Mead has an interest in the interaction between charter schools and the larger systems in which they exist. She hopes that the larger systems incorporate lessons from the successes of the charters and don’t use charter schools to segregate students with disabilities. ■

For more information about charter schools, visit the Department of Public Instruction’s website: [www.dpi.state.wi.us/dpi/dfm/sms/csindex.html](http://www.dpi.state.wi.us/dpi/dfm/sms/csindex.html)

## Coming up: Alumni Weekend

Watch the School of Education website this spring for details about the 2005 Alumni Weekend program, to be held Saturday, May 7, at Lathrop Hall. The annual event includes a breakfast reception, keynote address and presentation of alumni awards, and a special luncheon. Details will be available at [www.education.wisc.edu/alumni/events.asp](http://www.education.wisc.edu/alumni/events.asp).

## FACULTY/STAFF NEWS

**Sara Rab**, assistant professor of educational policy studies and sociology, received one of five 2004 Rising Scholars Awards from the National Forum on Higher Education for the Public Good, which is funded by the Kellogg Foundation. Rab, also a faculty associate at the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), will use her \$3,000 award for her project, *Social Class and the “Swirling Student”: The Relationship of Socioeconomic Status to the Temporal Dimensions of Nontraditional Attendance Patterns*.

**Jerlando F. L. Jackson**, assistant professor in the Department of Educational Leadership and Policy Analysis, received the Outstanding Young Professional Award from the Iowa State University College of Education, where he received his Ph.D. in 2000. Jackson was cited for shaping the literature on diversification of the higher-education workforce.

**David Caulum**, director of Wisconsin Careers in the Center on Education and Work, received the National Career Development Association’s Merit Award. This award recognizes professionals who have made significant contributions to the field of career development.

**Michael Connors**, associate professor of art, has been named editor of graphic impressions of the *Journal of the Southern Graphics Council*. The SGC is an international organization of printmakers and educators. A member of the SGC board, Connors is also coordinating the organization’s spring 2006 conference, to be hosted by UW–Madison, with the theme of “Genetic ImPrint: the Printmaking Genome Project.”

**Clifton Conrad**, professor in the Department of Educational Leadership and Policy Analysis, served on the Ethics Education Task Force created by the Association to Advance Collegiate Schools of Business to provide guidance on the design, delivery, and evaluation of business ethics education. The resource document produced by the task force is available online at: [www.aacsb.edu/resource\\_centers/ethics.edu/eetf.asp](http://www.aacsb.edu/resource_centers/ethics.edu/eetf.asp).

The Pew Hispanic Center has released the report *Latino Youth & the Pathway to College*, co-authored by **Alberto Cabrera**, professor in the Department of Educational Leadership and Policy Analysis, and Watson Scott Swail and Chul Lee of the Educational Policy Institute. The report, which examines the experiences of Latino eighth graders on their pathway to postsecondary education, is available online at [www.pewhispanic.org](http://www.pewhispanic.org).

**Amy Stambach**, associate professor of educational policy studies and anthropology, received a UW Vilas Associate Award to study “Policy and the Paradox of American Evangelical Involvement in East African Schools.” Last spring, she attended the Joan B. Kroc Institute Conference on Religion, Peacekeeping, and Conflict, in Jinja, Uganda. She has been invited to talk about Globalization vs. Localization at the Comparative and International Education Society meeting at Stanford University this spring.

**Michael W. Apple**, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, was a visiting professor at the University of London Institute of Education during the fall semester. During that period, he also gave plenary addresses at conferences in Brazil, Portugal, and Turkey.

**Paul V. Bredeson**, professor and chair of the Department of Educational Leadership and Policy Analysis, gave a keynote address on *Creating Spaces for Professional Learning in Pluralistic Societies* at the Commonwealth Council for Educational Administration and Management on October 20, 2004, in Hong Kong. Bredeson also was invited by the Chinese Association for International Understanding to give several lectures on educational leadership in Beijing during the last week of October.

Videos and digital prints on canvas by **Frances Myers**, professor of art, are being featured in a solo exhibition mid-January through early February at the University of Georgia, where Myers was scheduled as a visiting artist. Myers will lecture on her work at Illinois Wesleyan University, which will host a solo exhibition of her videos, installations and prints, titled *Recording Reality*, March 2 through April 6.

In late 2004, Myers’ video *Breakfast With Iraq* was included at the Milwaukee Art Museum exhibition *Artists Interrogate: Politics and War*, and her work was showcased in *Present Tense*, a two-person exhibition of prints and videos (with **Warrington Colescott**, emeritus professor of art), at the Peltz Gallery in Milwaukee.

Rhode Island College, in Providence, recently dedicated a campus building in honor of **Joseph F. Kauffman**, professor emeritus of educational administration, who served as the college’s president from 1968 to 1973. In Madison, Kauffman served as dean of student affairs from 1965 to 1968. He returned to UW–Madison to teach in 1973 and served as executive vice president of the UW System from 1980 to 1983.

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## Deaths

**Leonard A. Larson**, emeritus professor and director of the Department of Physical Education for Men (now incorporated in the Department of Kinesiology), passed away on November 21, 2003, at his daughter's home in Washington, D.C. He was 97. Larson, who came to UW–Madison in 1959 and retired in 1975, was among the founders of the American College of Sports Medicine.

**John M. “Jack” Kean**, emeritus professor and former chair of the Department of Curriculum and Instruction and associate dean of the School of Education for teacher education and undergraduate education, died on August 23, 2004, at age 66. At the time of his death, Kean, who joined the faculty in 1965, was serving in the Wisconsin Department of Public Instruction as assistant state superintendent for teacher training and academic excellence.

**Julia Brown**, emerita professor of physical education, died on September 6, 2004, at age 75. Brown, who taught at UW–Madison from 1964 until her retirement in 1994, coordinated the Physical Education Elective Program, as well as different aspects of the Dance Program and the general college program. She was known for her work on international sports, women in sports, and relaxation techniques.

**John Peter Gesinski**, an accompanist for ballet classes at UW–Madison for more than 20 years, died on September 14, 2004, as a result of a hit-and-run automobile accident. Gesinski, who was legally blind, recently donated a large collection of music to the university and was transcribing musical scores into Braille for colleagues and students in Canada and the United States.

**George Cramer**, emeritus professor of art, died on October 9, 2004, at age 66. A true renaissance artist, Cramer was a sculptor, watercolorist, painter, printmaker and computer artist. He was a frequent and honored exhibitor in many national and international shows, and his works are part of numerous collections. He created a computer visualization studio in the Art Department, where he worked with graduate and undergraduate students in interdisciplinary design teams. He retired in 2003.

**Alfred James Butler**, professor emeritus and former chair of the Department of Rehabilitation Psychology and Special Education, died on October 24, 2004. Butler served as director of the UW–Madison's Research and Training Center in Mental Retardation, and received the American Rehabilitation Counseling Association Distinguished Career Service Award in Rehabilitation Education. He retired in 1989 after 25 years at UW–Madison.

**Dean Baxter Mory**, an emeritus assistant professor from 1949 to 1961 in the Department of Physical Education for Men (now incorporated in the Department of Kinesiology), died on November 21, 2004, at the age of 91. Mory, who received letters in gymnastics and wrestling, earned bachelor's and master's degrees in physical education at UW–Madison. He taught at two Madison elementary schools before joining the faculty at UW–Madison, where he also served as head gymnastics coach.

**Caroline Goss Thompson**, founder and director of UW–Madison's Occupational Therapy Program from 1945 to 1976, died on December 4, 2004, at the age of 95. Professor Emerita Thompson, whose teachers included the pioneers in the field,

earned national and international recognition as an occupational therapy educator. She influenced thousands of occupational therapy students and therapists, and continued to maintain an active involvement in the profession even after her retirement in 1979. ■

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## FACULTY PROMOTIONS/ NEW APPOINTMENTS

**Promoted from assistant to associate professor:** Daniel Bolt, Educational Psychology; Geoffrey Borman, Educational Leadership and Policy Analysis; Michael Connors, Lisa Gralnick, Art; Manon Van De Water, Curriculum and Instruction

**Promoted from associate to full professor:** Alberta Gloria, Counseling Psychology; Michael Fultz, Educational Policy Studies; Charles Kalish, Educational Psychology

**New tenured faculty:** Mitchell Nathan, Educational Psychology

**New tenure-track faculty:** Stephen Hilyard, Art; Paula Wolfe, Edward Taylor, Amy Ellis, Curriculum and Instruction; Eric Camburn, Educational Leadership and Policy Analysis; Sara Rab, Educational Policy Studies; Craig Albers, Educational Psychology; Pimaj Sudsawad, Kinesiology; Erik Carter, Audrey Trainor, Rehabilitation Psychology and Special Education ■

## CCBC unveils redesigned website



The Cooperative Children's Book Center (CCBC) has redesigned its popular website – [www.education.wisc.edu/ccbc](http://www.education.wisc.edu/ccbc) – with a dynamic new look, improved navigation, and new features.

The CCBC is a unique examination, study, and research library of the School of Education. Its non-circulating collections include current, retrospective, and historical books published for children and young adults.

New and expanded features of the website include:

- *The CCBC Directory of Wisconsin Children's Book Creators*, an online listing of authors and illustrators

living in Wisconsin and willing to speak at schools and libraries.

- A section on the CCBC's intellectual freedom services and links to resources.
- Resource pages for K–12 teachers, librarians, child care providers and preschool teachers, and UW–Madison students and faculty.

**New bibliographies:** Two new bibliographies by the CCBC staff are now available online:

- *Great Middle School Reads*, compiled by Hollis Margaret Rudiger for a presentation at the 2004 Association for Library Services to Children (ALSC) Leadership Conference in October.
- *Ten Picture Book Authors Every Childcare Provider Should Know*, compiled by Kathleen T. Horning and Megan Schliesman to high-

light individuals who consistently create quality picture books for young children.

**The 2004 Charlotte Zolotow Lecture:** Linda Sue Park spoke on *Seeing the World through Purple Eyes*, on October 6 in the Wisconsin Union Theater, sponsored by the CCBC.

Park, a daughter of Korean immigrants who grew up in suburban Chicago, has been writing poems and stories since she was 4 years old. Her first book for children, *Seesaw Girl*, was published in 1999, followed by *The Kite Fighters* (2000), *A Single Shard* (2001, winner of the 2002 Newbery Medal) and *When My Name Was Keoko* (2002).

A video of the lecture is available online at [www.education.wisc.edu/ccbc/authors/lecture/czlecture.asp](http://www.education.wisc.edu/ccbc/authors/lecture/czlecture.asp). ■

## Outreach workshop to focus on teaching with graphic novels

Young readers increasingly are diving into graphic novels, a format akin to comic books, for both pleasure and information, prompting more libraries to add these titles to their collections and more teachers to use this visual literary form in their classrooms.

Librarians of the Cooperative Children's Book Center (CCBC) will lead a workshop – *Comics in the Classroom: Multiple Literacies through Graphic Novels* – that focuses on using this type of reading to teach important visual literacy and writing skills.

The workshop, sponsored by the Office of Education Outreach (OEO), will be held March 3 at the Pyle

Center in Madison, and is designed especially for teachers of middle- and high-school reading, language arts, and art, as well as for directors of learning materials centers, special education/pupil services, and instruction.

During a discussion on CCBC-Net last April, CCBC librarian Hollis Margaret Rudiger addressed the notion that “comic books and graphic novels are just books with pictures.” Rudiger explains: “Reading comic books is a different kind of reading. Not better or worse, not more or less sophisticated, just different, and should be taught as such. It's less linear, requires more inference, requires more imagination

(as in what happens between the panels) and sometimes, as much prior knowledge as a novel.”

The workshop will explore the relationship between text and art in graphic storytelling and how this can contribute to an expanding understanding of multiple literacies. Participants also will consider how sequential art can be used with special populations, such as ESL students or students with disabilities, and will collaborate on creating an interdisciplinary lesson.

Information about this and other professional development programs are available on the OEO website –

*continued on next page*

## Occupational Therapy set to launch master's program

Occupational therapy at UW–Madison will begin a new chapter this summer with the launch of an entry-level master's degree program, which replaces the undergraduate program.

The program, based in the Department of Kinesiology in the School of Education, will allow students who have earned undergraduate degrees in other fields to earn the academic credentials to become certified to practice occupational therapy. Up to 25 students will be admitted each spring to begin studies during the summer semester.

The redesigned curriculum emphasizes the development of clinical skills, leadership, knowledge of evidence-based practice and research. A major requirement for graduation is the completion of a research project or review paper.

“We believe that these changes will enhance the excellence of occupational therapists graduating from our program,

preparing them to deal effectively with the challenges of a changing health-care environment,” says Professor Mary Schneider, program coordinator.

Schneider notes, “The school system is the most popular primary setting for occupational therapists today by a wide margin, and it is growing in popularity.”

The occupational therapy program, which began in 1943, has consistently been regarded as among the best in the nation. Alumni include leaders and innovators in the fields of occupational therapy and occupational science.

The profession of occupational therapy focuses on an individual's ability to engage in everyday activities that support meaningful participation in life. Occupational therapists work with individuals who experience difficulty or who are at risk for problems related to engagement in daily activities due to injury, illness, cognitive impairment,

psychosocial dysfunction, mental illness, developmental or learning disability, or another disorder or condition.

UW–Madison also offers two graduate programs for practicing occupational therapists:

- The Ph.D. in kinesiology, therapeutic science track for those in the occupational therapy profession who have a master's degree.
- The M.S. in therapeutic science for those with bachelor's degrees in occupational therapy who want to strengthen their knowledge of theory and research. ■

For more information, visit the Occupational Therapy website, [www.education.wisc.edu/kinesiology/ot/index.htm](http://www.education.wisc.edu/kinesiology/ot/index.htm), or contact Sue Rosa, admissions coordinator, at (608) 262-0093 or [srosa@education.wisc.edu](mailto:srosa@education.wisc.edu).

## Outreach *continued*

[www.education.wisc.edu/outreach](http://www.education.wisc.edu/outreach). For more information, to request brochures, or to sign up to receive OEO mailings, send an email to [outreachinfo@education.wisc.edu](mailto:outreachinfo@education.wisc.edu) or call (608) 263-5140.

### Other upcoming programs include:

#### New Findings and Best Practices in Mathematical Literacy: Two New Workshops:

- Thinking Mathematically: Teaching Elementary Students to Use Algebraic Reasoning to Support the Learning of Arithmetic, March 1, the Pyle Center, Madison.

- “The Pit and the Pendulum” – Introducing Statistical Reasoning through Literature, April 15, Kiel High School.

**Third Annual Conference on Teacher Effectiveness in the Inclusive Classroom, Using “Flow” to Engage All Students**, April 21, Monona Terrace Community and Convention Center, Madison.

**Third Annual Training for Paraeducators and Their Teachers and Administrators**, April 12–13, the Pyle Center, Madison.

**Assessment Workshops for Teachers**, at the Pyle Center, Madison:

- Overview of the WKCE-CRT Mathematics and Reading

Assessment Frameworks, February 17

- Using Test Data to Define and Improve Adequate Yearly Progress, May 2
- Assessing Students' Opportunity to Learn, May 5

**Addressing Wisconsin Teacher Standards:** The brochure *Professional Development Opportunities for Educators* lists all OEO programs for the current academic year and identifies PI 34 standards that each program addresses. To download the brochure, go online to: [www.education.wisc.edu/outreach/downloadResource](http://www.education.wisc.edu/outreach/downloadResource). ■

## RESOURCE BRIEFS



Michael Kirst

**American Education Week address:** Policy analyst Michael W. Kirst of Stanford University discussed federal and state policies to improve K–12 schools during a public lecture sponsored by the School of Education, held November 18 at Memorial Union. A video of the address, with Kirst’s slide presentation, is available at [www.education.wisc.edu/calendar/details.asp?fldIdEvents=257](http://www.education.wisc.edu/calendar/details.asp?fldIdEvents=257).

**The Latest in Teacher Compensation:** The Consortium for Policy Research in Education at UW–Madison, based in the Wisconsin Center for Education

Research, held its fifth annual Teacher Compensation Conference in November. These national gatherings highlight the latest research and the experiences of districts, states, and schools that are implementing innovations. Conference presentations, as well as other information on teacher compensation and school finance, are accessible online at [www.wcer.wisc.edu/cpre/](http://www.wcer.wisc.edu/cpre/).

**Education resource lists:** The redesigned website of the Office of Education Outreach – [www.education.wisc.edu/outreach](http://www.education.wisc.edu/outreach) – includes resource links to state and national educational organizations, government education agencies, and general interest education sites. The OEO site also has downloadable resources on meeting

the new Wisconsin teacher licensure requirements and a primer on genomic research.

**Distance Learning 2005:** Planning is underway for UW–Madison’s 21<sup>st</sup> Annual Conference on Distance Teaching and Learning, to be held August 3–5 at the Monona Terrace Community and Convention Center. The registration brochure will be mailed by mid–May. To be added to the conference mailing list, contact Kimary Peterson at [distel@education.wisc.edu](mailto:distel@education.wisc.edu). For the latest news on the conference, check the conference website: [www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference).

**Wisconsin authors:** In conjunction with the Wisconsin Book Festival, the School’s Center for Instructional Materials and Computing (CIMC) compiled a collection of online resources to help educators plan lessons on authorship and the book arts in Wisconsin: [http://cimc.education.wisc.edu/ed\\_info/webliographies/bookfest.htm](http://cimc.education.wisc.edu/ed_info/webliographies/bookfest.htm).

**Accessibility, copyright and grants:** The School’s Instructional Media Development Center (IMDC) has compiled useful links on a variety of topics, including electronic accessibility issues, copyright and intellectual property, distance education, grant sites, instructional and information technology. <http://imdc.education.wisc.edu/links/index.html>. ■

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## “Fifty Years after Brown” papers online

Four papers from Fifty Years After Brown v. Board of Education, the 2004 conference sponsored by the departments of Educational Policy Studies and Curriculum and Instruction, are available on the EPS website at [www.education.wisc.edu/eps/news/sponsoredConferences.asp](http://www.education.wisc.edu/eps/news/sponsoredConferences.asp).

The papers are:

- *Overcoming Historical America: The Displacement of Black Educators Post Brown*, by Michael Fultz, professor of educational policy studies.
- *Racial Desegregation Versus Bilingual Education in Boston’s Public Schools, 1965–1974*, by Adam Nelson, assistant professor of educational policy studies.
- *School Desegregation & Resegregation in the 21st Century*, by Adam Gamoran, professor of sociology and educational policy studies.
- *The Strange Career of School Desegregation*, by Robert Lowe, professor of educational policy and leadership, Marquette University. ■

## CREATING A LEGACY THAT ENDURES

Elyse Schott capped off her undergraduate career last semester in Toulouse, France, where she taught both French and English to students from preschool through high school levels.

“I’ve been able to watch really different teaching styles and have learned a lot about the French system,” says Schott, who graduated from UW-Madison in December and aspires to teach French somewhere in Wisconsin.

Last spring, Schott received the first Constance K. Knop Scholarship, an award designed to recognize outstanding UW-Madison undergraduates majoring in French, German or Spanish education who are nearing the completion of their teacher preparation.

“The scholarship helped me finance the extra fees required to study abroad, and I don’t think I would have made it without it,” she says.

Connie Knop, an emerita professor in the departments of Curriculum and Instruction and French and Italian, taught at UW-Madison for 35 years. She has prepared hundreds of language teachers – affectionately known as “Knopettes” – who continue to pass on her enthusiasm and dedication to quality in classrooms across Wisconsin and beyond.

Several former students and colleagues led the effort to create a scholarship that honors Knop and represents the goals she embodies – the pursuit of excellence in foreign language teaching and the promotion of language learning for today’s global society.

When Schott told her parents that she had sought and won the Knop Scholarship, her father had his own bit of news: Knop had been his methods teacher at UW-Madison. Ridgely Schott, principal of Two Rivers (Wisconsin) High School, began his career as a French teacher after receiving a B.S. in French education in 1971.

The School’s 2004 Undergraduate Honors Banquet reunited Ridgely Schott with his former professor to celebrate Elyse’s accomplishments. Knop was delighted to find that “the first recipient of the Knop scholarship was such a worthy candidate.” She adds, “The fact that she is the daughter of a former student of mine leads me to hope that my legacy of encouraging young teachers to strive for professional excellence will continue on from generation to generation.”

Knop also notes that she has other connections to her scholarship recipient: Elyse’s middle school French teacher in Two Rivers was a Knopette, as was her cooperating teacher at Madison Memorial High School.

Gifts offer meaningful ways to promote excellence, to say thanks, and to support a cause or idea. To learn more about giving to the School of Education, go online to [www.education.wisc.edu/givingtotheschool/index.asp](http://www.education.wisc.edu/givingtotheschool/index.asp).

If you have questions or would like to discuss further opportunities for giving, contact Jennifer McFarland at the University of Wisconsin Foundation by calling (608) 263-0851 or by e-mail, [jennifer.mcfarland@uwfoundation.wisc.edu](mailto:jennifer.mcfarland@uwfoundation.wisc.edu).

*Every gift makes a difference! Thank you!*

## UW-MADISON SCHOOL OF EDUCATION BOARD OF VISITORS

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### **Richard J. Smith**

(’62 M.S., ’67 Ph.D., Professor Emeritus, Curriculum & Instruction)

### **Ronald B. Starr**

(’80 B.B.A., Marketing)



## UW joins in Overture opening

Students from UW–Madison’s Dance Program, School of Music Symphony Orchestra, University Opera, and University Theatre shared the spotlight one September evening, as Madison’s new Overture Center for the Arts celebrated UW Performing Artists of the Future as part of Overture’s opening festival. Here, dance students rehearse *Spirit Rising*, choreographed by Peggy Choy, Jin-Wen Yu, and Edi Gbordzi.



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