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## Helping teachers, helping kids



Too often, teachers in the primary grades work in isolation, with few chances to talk with their colleagues. Teachers Helping Teachers is designed to bring them together, to share ideas about the best ways to teach reading and writing.

**A**n unusual partnership in the School of Education is bringing together professors and local teachers to try to boost children's reading achievement.

"Teachers Helping Teachers" began in January 1997 at Madison's Lowell Elementary School and has since expanded to Emerson and Mendota Elementary. About 25 educators are currently involved, including kindergarten, first- and second-grade teachers, and reading specialists.

The project is based on a simple premise: that teachers possess a wealth of knowledge and wisdom that they ought to share with one another.

"Because of the way schools are organized, teachers tend to work in isolation," explains Gloria Ladson-Billings, one of two professors of curriculum and instruction who oversee the program. "This project is a catalyst for the conversations that teachers would like to have, if they just had the opportunity."

Teachers Helping Teachers is all about giving them that opportunity. The participants meet one afternoon a month, in their respective schools, and spend the next two hours talking. They share strategies, offer one another ideas about the best ways to teach reading and writing, and discuss children in their classes who are struggling to learn to read.

Each teacher is asked to name a student in his or her classroom who is having problems with reading, and the group talks about them every time they get together. As a result, "the children become a collective responsibility," says C&I Professor Mary Louise Gomez, who co-directs the project.

"It's so easy to lose sight of these kids when you have 20 other children in your class," adds Ladson-Billings. "But if you have someone on your shoulder, asking you about these kids over and over, you develop a greater level of persistence. You are more determined to do everything you can to try to reach them."

*"There's a real wisdom in these communities of teachers, an expertise that comes from spending years in the classroom."*

*Continued on next page*

One or both of the School of Education professors attend every THT session. Their role is to pose questions to the various groups and to facilitate the discussions. They are not there, however, to be the “experts,” the people with all the answers.

“There’s a real wisdom in these communities of teachers, an expertise that comes from spending years in the classroom,” says Ladson-Billings. “Certainly I have things to share, but I bring so much away that informs my own teaching and my work at the University. There’s a real level of reciprocity within these groups.”

The teachers themselves give the program high marks. Joane Rudolph, a kindergarten teacher at Lowell, has been part of THT since its inception. The group has made her feel “more like a professional,” she says, adding: “It has made me grow as a teacher and given me more confidence.”

Classroom teachers have so few opportunities to talk to their colleagues, Rudolph says, that they often waste time “inventing the wheel over and over and over again.” But during the THT sessions, “I hear so many good ideas and suggestions from other people,” she notes. “It has really helped us build a common philosophy for our school.”

The program has also allowed the teachers to embark on specific and very practical projects. Last

year, for instance, THT provided a small grant to the group at Lowell School. “We told them they could do anything they wanted with the money,” recalls Gomez, “as long as it would enhance reading achievement.”

Rudolph and her colleagues used the funds to create an audiotape to help kids learn the alphabet. All incoming kindergarten students received copies of the tape when they began classes this fall. Says Rudolph: “It was great to be able to do something that benefited the entire school.”

Perhaps the THT program really ought to be named “Teachers Helping Teachers *And* Kids.” At Lowell, where the project has been in place for nearly four years, reading scores have risen significantly. Gomez and Ladson-Billings won’t take all the credit (“we are just one of several new initiatives,” says Gomez), but they do believe that THT has helped.

For their part, the School of Education professors approach Teachers Helping Teachers largely as a research project—a chance to learn more about how teachers can develop a professional community in their schools. From the beginning, they have taped all of the monthly conversations, observed classrooms, and collected data on student reading performance. Both of them intend to publish their findings, and Ladson-Billings has already prepared an article for *Phi Delta Kappan* magazine.

But in addition to providing a fertile area for research, Teachers Helping Teachers is giving the two faculty members something just as valuable: It is opening a window onto teachers’ lives, and giving them a vivid reminder of what life is like in an elementary school.

“Both of us began our careers as elementary teachers,” concludes Gomez, “but that was quite a while ago. A project like this keeps us involved in the schools. It gives us fresh examples of good classroom teaching that we can take back to the University. And it keeps us humble.

“It reinforces what we already know about how hard teachers work, and about the challenges they face every day.”

*Teachers Helping Teachers has received financial support from the Evjue Foundation; the Madison Metropolitan School District; the National Research Center on English Learning and Achievement; School of Education alumna Claudia Grams Pogreba; and the estate of alumna Ruth McMabon.*

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## More exercise may mean less pain

**P**ushing the limits of pain can be a ticket to sports fame.

Consider Kerri Strug, the tiny gymnast who vaulted onto a sprained ankle in the 1996 Olympics; or L.A. Dodger Kirk Gibson, who hit a game-winning home run in the 1988 World Series while hobbling on a strained knee.

For Kelli Koltyn, an assistant professor of kinesiology in the School of Education, those examples reinforce the idea that physical fitness might also be a ticket to greater pain tolerance. Koltyn studies the intersection between exercise and pain, and whether exercise can actually have a pain-relieving effect, not unlike downing a couple of aspirin.

Koltyn's studies have added a new twist to the phrase, "no pain, no gain." "When people ask about my research and I tell them I study exercise and pain, the usual response is, 'I always experience pain when I exercise,'" says Koltyn. "But I'm actually looking at the flip side of the coin: Is exercise capable of producing an analgesic response?"

The results of that question have been mixed in research, but Koltyn has found some encouraging results. In a 1996 study of a group averaging 29 years old, Koltyn found that a vigorous, 30-minute work-out on an exercise bike did indeed cause people to feel less pain in a controlled test than before exercising.

Koltyn uses a widely accepted device placed on the index finger to measure pain. The device puts a consistent pressure on the finger, which either the researcher or the subject can stop whenever desired.

Koltyn says some subjects respond with pain within seconds, while others go the entire two minutes reporting only mild discomfort.



Photo by Jeff Miller

**Kelly Koltyn became interested in the link between exercise and pain when she was a graduate student in the School of Education.**

This line of research has long fascinated Koltyn, and stems from her own background as an athlete. She earned an athletic scholarship to John F. Kennedy College in Nebraska at a time when very few scholarships were available to women. Her best event was the 800-meter race, but she preferred the higher-speed 200- and 400-meter dashes.

Her interest in athletics and physiology led her to the graduate program in kinesiology at UW–Madison. The program is widely acclaimed for incorporating both physiology and psychology into its teaching and research. "That interaction of mind and body was the key," she says.

Koltyn's most influential experience was taking a graduate seminar on hypnosis and pain. She was fascinated by that mind-body connection, and it led her into a deeper study of pain perception and non-chemical forms of pain relief.

Today, Koltyn's research is focusing on populations that would benefit most from pain-management alternatives, such as the elderly and people with painful chronic diseases.

In one study, Koltyn conducted an eight-week strength training program, using hand and ankle weights, with residents of a multiple-care home. Their average age was 82 years old. After the eight-week period, the participants experienced a 50 percent decline in aches and pains associated with everyday life.

She is currently studying a group of people who suffer from arthritis and fibromyalgia, two disorders that can cause a great deal of discomfort in everyday movement. Koltyn is examining whether a regular water aerobics class will produce an analgesic effect.

Koltyn is not ready to declare exercise the ultimate natural pain reliever. It isn't a good option for people who risk aggravating injury through exercise, or those who can't even begin exercising because of the pain involved.

But with the average population getting older—and with pain being a significant problem in aging adults—Koltyn says that exercise may become a legitimate avenue for pain relief.

—Brian Mattmiller, UW–Madison Office of News and Public Affairs

# Alumni awards bestowed on seven distinguished graduates

## Innovators, leaders, teachers, mentors.

These are some of the words that were used to describe the recipients of the School of Education's alumni awards for the year 2000.

Presented in May during an Alumni Weekend ceremony, the awards recognized seven accomplished graduates who have made their mark in a variety of fields. They were:



Photos by Bob Bashni

### Elfrieda "Freddy" Hiebert (Ph.D. in ed. psych., '79)

For at least 15 years, Hiebert has been a major figure in the movement to improve the teaching and learning of reading in America's schools. She is one of the authors of *Becoming a Nation of Readers*, an influential report published in the mid-1980s, and she has published more than 100 articles, chapters, and books about literacy instruction.

Hiebert is a professor of education at the University of Michigan,

and until recently, she directed a federally funded center on improving early reading achievement.



### David Marsh (M.S. in ed. & history, '68; Ph.D. in C&I, '73)

The fields of education research, practice, and policy often seem worlds apart, but Marsh has a rare skill for bringing them together. He is an internationally respected scholar who is working to improve schools and educational systems at the local, state, national, and international levels.

Marsh is the Robert A. Naslund professor of curriculum and instruction at the University of Southern California, and has been centrally involved with numerous education reforms in his state. He has also worked closely with individual schools in their efforts to raise academic achievement.

### David Berlow (B.S. in art, '77)

If you look closely at the words you are reading now, you will see Berlow's handiwork. A world-



renowned typeface designer, he developed some of the fonts for Apple Computer, which are used to produce this and many other publications, and for Microsoft Corporation.

Back in the late 1970s and early 1980s, Berlow was a pioneer in converting metal typefaces into computer fonts. He has designed typefaces for numerous newspapers and magazines, including the *Wall Street Journal*, the *Washington Post*, *Newsweek*, and *Rolling Stone*.

### Rod Dishman (M.S. in kines., '75; Ph.D., '78)

Studies show that half of all Americans who begin an exercise program abandon it within a few months, and another 25 percent drop out within a year.

Such sedentary habits constitute an enormous public-health problem, and it's one that Dishman is working to solve. A professor of exercise science at the University of Georgia, where he also directs the exercise psychology laboratory, he is considered the world's leading authority on the subject of exercise

## Alumni awards: Questions and answers

Nominations are now being accepted for next year's alumni awards, which will be presented on Saturday, May 12, 2001. Here are some commonly asked questions about the awards:

**Q:** Who is eligible to receive this recognition?

**A:** Anyone who has a degree (bachelor's, master's, or Ph.D.) or certificate from any department or program in the School of Education may receive an **Alumni Achievement Award**. The **Outstanding Recent Graduate Awards** are designated for alumni who received their degrees or certificates within the last 10 years (1991 or after). The **Lois Gadd Nemec Award** is presented to alumni of the elementary education program.

Nominees must be able to attend the awards program on campus on May 12. Current faculty and staff members of UW–Madison are not eligible for the awards.

**Q:** How do you nominate someone for an award?

**A:** It's easy! For the Alumni Achievement and Outstanding Recent Graduate Awards, you need to complete a simple nomination form, which is available on-line at [www.education.wisc.edu/extrel/nominate.htm](http://www.education.wisc.edu/extrel/nominate.htm).

If you don't have access to the Internet, just send in the candidate's name, home address and phone number, business address and phone number, current title, and School of Education degree information—degree(s) earned, year(s) of graduation, and major(s). Specify which award you are nominating the candidate for: the Alumni Achievement or the Outstanding Recent Graduate. Also include your own name, title, address, and phone number.

Finally, a completed nomination packet should include a statement explaining why the candidate should receive the award; the candidate's résumé or curriculum vitae; and at least two and no more than five additional letters of support.

Submit all materials to: Kathy Boebel, School of Education External Relations Office, 427 Education Building, 1000 Bascom Mall,

Madison, WI, 53706–1398; (608) 262–0054; fax (608) 265–5813; [boebel@education.wisc.edu](mailto:boebel@education.wisc.edu). The deadline is Dec. 1, 2000.

For the Nemec Award, nominators must submit a brief letter of recommendation, as well as a complete curriculum vitae, including the date of the nominee's graduation from the elementary-education program. All materials should be submitted to Professor Elizabeth Graue, chair; Lois Gadd Nemec Award Committee; 464 Teacher Education Building; 225 N. Mills St.; Madison, WI 53706. The deadline is Jan. 10, 2001.

**Q:** How are the winners selected?

**A:** A committee of School of Education alumni, faculty, and staff evaluates the nomination packets and chooses the recipients of the Alumni Achievement and Recent Graduate Awards. The Nemec recipient is selected by a faculty committee in the elementary-education program.

**Q:** What does the committee look for in selecting the winners?

**A:** The nomination statement and supporting letters are very important. Ideally, the letters should come from a range of people, who can speak about a particular candidate from multiple perspectives. For example, if a K–12 teacher is being nominated, letters might come from the school's principal, a fellow teacher, a parent, a former student, etc. The possibilities are endless.

The committee will look for candidates who demonstrate achievement in a variety of fields. While many past winners of the awards have been university professors, the selection committee encourages the nomination of classroom teachers, school administrators, counselors, psychologists, artists, occupational therapists, and so forth.

**For more information, contact the School of Education Alumni Office, 427 Education Building, 1000 Bascom Mall, Madison, WI, 53706–1398; (608) 262–0054; [boebel@education.wisc.edu](mailto:boebel@education.wisc.edu).**

adherence. His research and writing have had a major impact on national guidelines and public health policy.

**Two alumni were chosen to receive Outstanding Recent Graduate Awards. They were:**



**Gerhard Fischer**  
(Ph.D. in C&I, '96)

During his eight years as the German language consultant to the Department of Public Instruction, Fischer significantly changed the face of German education in Wisconsin. Among his many contributions, he initiated partner-school connections between the Badger state and Germany; developed

e-mail exchanges linking Wisconsin and German classrooms; and created study-abroad opportunities for teachers.

After his term as German consultant ended, Fischer became an education consultant with the department. In that capacity he is coordinating efforts to write curriculum guides to help teachers implement the state's new academic standards.



**Tim Glenn**  
(B.S. in dance choreography and performance, '90; B.S. in interarts and technology, '96)

Glenn is an award-winning dancer and choreographer who unites the worlds of art and technology. In

the early 1990s he performed throughout the United States and Europe as a member of the prestigious Nikolais and Murray Louis Dance Company.

He holds a master of fine arts degree from Ohio State, where he now works as a research associate, teaching graduate and undergraduate courses and overseeing the dance department's computer laboratory. He is also artistic director of his own dance company.



**Dina Weinbach**  
(B.S. in elem. ed., '89; M.S. in ed. admin., '99)

Weinbach received the Lois Gadd Nemec award for distinguished graduates in elementary education. Since 1994 she has been the program director at the Madison Jewish Community Council, where she supervises all educational programs, including a summer camp, a preschool, and programs for teens and adults.

She previously spent four years teaching in the Atlanta public schools, and was inducted into that district's Hall of Fame. She is currently pursuing a Ph.D. in educational administration in the School of Education.

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## Some secrets of our success

*Editor's note: The following is an excerpt from the remarks delivered by Dean Charles Read during the Alumni Weekend celebration on May 13.*

**T**his is a special Alumni Weekend for us because we are celebrating the 70th anniversary of the School of Education. Education courses have been part of the University since its beginning in 1848. But it wasn't until 1930 that the faculty and regents voted to create the School of Education as an independent unit within the University.

So what we're celebrating today is seven decades of independence for the School of Education—right?

I don't think so. I think this School has an extraordinary relationship to its university:

- The majors for the secondary teachers that we prepare—in English, math, chemistry, etc.—are designed and delivered by the departments of English, math, and chemistry. This is one of the “reforms” now being advocated to improve teacher education nationally. So far as I can tell, we've always prepared teachers that way.
- In our Center for Education Research, *half* of the faculty investigators are from departments outside the School of Education. That means that in our research, we bring knowledge of education together with knowledge of the academic disciplines and other professions, such as law. Linking with the expertise of the entire University is one of the secrets of our success in research.
- The School of Education houses many units that serve the whole University. To mention just a few, we are the home to the Division of Recreational Sports, which operates the Natatorium, the SERF, Nielsen Tennis Stadium, and Camp Randall Sports Center. We are the home to the Arts Institute, which fosters interdisciplinary ventures in all of the arts. We are the home to Testing and Evaluation Services, and to several other major campus-wide units.
- In terms of enrollment, the School of Education is the third-largest college in the University, just behind Engineering.



What all of this means is that this School is not only larger, but also more tightly woven into the intellectual and social fabric of its university than many other schools of education. It also means that we can never be independent.

Instead, what we are celebrating today is 70 years of *interdependence* between this School of Education and the University. That relationship is part of what has made us a leading school of education, and part of what has made this university what Chancellor Ward calls “an interesting miracle”: a major flagship university in a state of average size and average resources.

In another sense, what we are celebrating is 70 years of remarkable success and of service to education. In institutions like this, history does repeat itself, so I am confident that we can look forward to many more years of leadership in education.

## School of Education receives high rankings from national magazine

Once again, several departments and programs in the School of Education have received high marks from *U.S. News & World Report*.

In its annual rankings of graduate schools and departments, published in March, the magazine placed eight of the School's academic areas in the top five and 11 in the top 10.

Rehabilitation counseling was ranked first, while education administration, educational psychology, secondary teacher educa-

tion, and curriculum and instruction were second.

In the area of social/philosophical foundations (found in the School of Education's department of educational policy studies), UW-Madison placed third. Elementary teacher education and counseling received fourth-place rankings.

Special education and vocational/technical education were seventh, while higher-education administration placed 10th.

In the overall rankings of schools of education, UW-Madison was ninth.

The rankings for academic programs were based on a survey of education school deans.

The overall ratings for colleges were compiled from surveys

of education school deans, associate deans, and school superintendents, and measures of student selectivity, faculty resources, and research expenditures.

## Guest speaker: Teen girls need more exercise

A large proportion of American adolescents don't get as much exercise as they should. What's more, female teenagers are less likely to be active than their male counterparts—especially if they are African-American or Hispanic.

That was the message delivered by Russell Pate, professor and chair of the department of exercise science at the University of South Carolina, when he spoke in the School of Education in March. His visit was sponsored by the physical education teacher-preparation program in the department of kinesiology.

Current recommendations call for children and youth to engage in moderate physical activity for at least an hour a day, Pate said. His research indicates that in the elementary grades, most youngsters meet the recommendations. But by the time they reach high school, many young people fail to exercise as much as they should.

What can be done to reverse the decline and encourage adolescents to be more active? There are no easy answers, Pate said. "One of the things we have discovered is that physical activity is a very com-



## Fond farewell



Photo by Jeff Sauer

It was a reunion, a retirement party, and an academic conference, all rolled into one. Alumni and friends of the educational administration department flocked to Madison in April for a symposium titled "Educational Leadership in the New Millennium." The event commemorated the retirement of three long-time teachers in the educational administration department: Dean Bowles (above), Lloyd Frohreich, and George Kliminski. Among those speaking at the conference were Herbert Grover, former Wisconsin superintendent of schools; UW-Madison Chancellor David Ward; local school officials; and School of Education faculty members.

plex behavior,” he explained. “It isn’t as simple as telling people, ‘Exercise is good for you; go do it.’ Everybody knows it’s good for them, but there are an awful lot of people out there—maybe most—who aren’t doing much of it.”

Many factors affect the amount of physical activity that youth and adults engage in, Pate said. These include individual psychological traits, social influences, and environmental factors such as climate and the safety of neighborhoods.

Pate described a comprehensive school-based program he has developed in South Carolina which has shown some success in increasing the physical activity of adolescent girls, at least during the time they are in school. Known as the “Lifestyle Education for Activity Project,” or LEAP, the initiative is designed to make physical education experiences more enjoyable for female teens, while at the same time encouraging them to develop lifelong interests in exercise and physical activity.

Pate was the 1999–2000 Alliance Scholar of the American Alliance for Health, Physical Education, Recreation, and Dance. His address in the School of Education was one of only three official presentations he made during his year as the alliance scholar.

## Littleton receives honorary degree

Harvey Littleton, an emeritus professor of art in the School of Education who is credited with founding the American art glass movement, received an honorary degree from UW–Madison during commencement exercises in May.

Littleton began experimenting with ceramic kilns to fire glass while on the faculty in the 1950s. In 1963, he established the nation’s first art glass program at an institution of higher education.

After he retired from UW–Madison in 1977, Littleton began a second career as an independent artist. Among his innovations is vitreography, a method of coaxing resilient, transparent prints from glass plates. His half-century as a visual artist has not been limited to glass, though: He also has distin-

guished himself in ceramics, lithography (etching), intaglio, and other media.

Venues from the White House to London’s Victoria and Albert Museum to the Museum of Modern Art in New York to the Smithsonian Institution all hold Littletons in their permanent collections. His work has been exhibited in the National Gallery, the High Museum of Art, the American Craft Museum, the Chicago Institute of Art, and elsewhere.

## A beautiful place for making art



**Picnic Point became an artists’ studio last spring, as students in Professor Bruce Breckenridge’s ceramics course began using a new kiln located on one of the campus’s loveliest spots. The Japanese-style kiln, which is fired by wood, was constructed earlier this year with the assistance of Mike Weber (B.S. in art, ’70; M.F.A., ’84), one of Breckenridge’s former students and an art professor at UW–Eau Claire. To read more about the kiln, visit the on-line version of *Wisconsin Week*, UW–Madison’s newspaper of record, at <http://www.news.wisc.edu/wisweek/17-May-2000/>.**



Photos by Jeff Miller

## Odden helps to design Cincinnati pay system

A ground-breaking new system for paying teachers in Cincinnati has been designed with the help of a School of Education professor.



Allan Odden

Allan Odden, a professor of educational administration who is nationally known for researching alternative forms of teacher compensation, assisted the Cincinnati team of teachers and administrators in developing the plan.

The compensation system, which was proposed in May, would pay teachers based on their performance, rather than for their years spent in the classroom. If the plan is approved by a vote of teachers' union members, Cincinnati will become the first district in the nation to depart from the single-salary schedule which was adopted in the 1920s.

"Cincinnati is a model for any state or district that wants to fundamentally change teacher compensation to focus on teacher knowl-

edge, skills, and performance,"

Odden said when the proposal was announced.

The Cincinnati Teacher Evaluation and Compensation System would set up five career levels, ranging from apprentice to accomplished teachers. The different tiers are aligned with 16 standards of good teaching. In-depth assessments—including teaching portfolios and classroom observations—would determine whether teachers move up in the career ladder, drop down, or remain at the same level.

Odden is co-director of the Consortium for Policy Research in Education, a five-university partnership that studies education reform, policy, and finance.

## Wild about Harry

The publishing industry has never seen anything like it.

We are talking, of course, about Harry Potter—the hugely successful series of children's books by British author J.K. Rowling. In case you somehow missed it, the fourth volume in the series was published in July, and bookstores stayed open well past midnight to accommodate eager shoppers.

Scholastic Corp. initially printed 3.8 million copies of *Harry Potter and the Goblet of Fire*—the largest first print run of any book in history. Incredibly, the books sold out in three days, so the publisher cranked out three million more,

## Partners in education



Photo by Dana Reardon

The School of Education honored its "Partners in Education" during a banquet and ceremony in March. Held at the Monona Terrace Community and Convention Center, the annual event was a way of saying thanks to cooperating teachers—those educators who serve as classroom mentors to student teachers and practicum students. During the evening the Rockwell Awards were presented to four cooperating teachers who have shown an exceptional commitment to student teachers. The recipients were (standing, left to right) LuAnn Russell-Salas, Waubesa Intermediate School, McFarland; Tenia Jenkins, Malcolm Shabazz City High School; Janet Klausmeier, Jefferson Middle School; and Margaret Jensen, Huegel Elementary School. The awards were created by Ruth and Roland Rockwell (seated).

## Sculptures light the way



The art department's biennial neon exhibition lit up the campus for two evenings in early April. Held on the mezzanine of the Humanities Building, at the foot of Bascom Hill, the invitational exhibition featured more than 40 neon and light installations from Wisconsin, Illinois, Minnesota, and New York. The show was organized by art professor Steve Feren and honored the memory of George Joseph Cramer, an art student who died unexpectedly last fall. He was the son of George M. Cramer, a long-time professor in the art department.

Photo by Jeff Miller

which in turn were gone by the end of the week.

How does one account for the Harry Potter phenomenon? Why are these books, which chronicle the adventures of a boy wizard, so wildly popular? We asked Kathleen Horning, a librarian in the Cooperative Children's Book Center and the School of Education's resident expert on Harry Potter.

To begin with, Horning says, the books are well-written. It's unusual for a best-seller to have received so much critical acclaim, she notes: "Often the books that kids really like aren't very good, and the ones that are high-quality aren't very appealing to children. These have both: quality and child appeal."



What's more, Horning says, the novels follow a specific formula. Each volume covers one year at the Hogwarts School of Witchcraft and Wizardry, where young Harry is enrolled.

Children seem to respond to formula books, Horning believes, and they find comfort in familiarity.

At the same time, the plots are intricate, with plenty of surprises to keep even adults wanting to turn the page. Then there's

the fantasy aspect: The author has been very successful in creating a "complete parallel universe," Horning says, with its own rules of conduct, traditions, and culture—not to mention broomsticks and magic potions. Readers come to know this other world well.

Finally, there's a lot of humor in the Harry Potter series, says Horning, and that is uncommon in young people's literature. "It's hard to find funny children's books—especially for kids in grades four through six, which has been the major age group reading Harry Potter," she notes.

Whatever the reasons for the Potter phenomenon, Horning and her colleagues at the Cooperative Children's Book Center couldn't be happier. "Those of us who love children's books think this is great," she says. "We hear reports of kids turning off the TV in order to read—and the book they're reading is 750 pages long! This is really an exciting time for children's literature."

The web site of the Cooperative Children's Book Center has two sections devoted to Harry Potter. You can visit them at [www.education.wisc.edu/ccbc/hpreview/htm](http://www.education.wisc.edu/ccbc/hpreview/htm) and [www.education.wisc.edu/ccbc/hplinks.htm](http://www.education.wisc.edu/ccbc/hplinks.htm).



As part of her PEOPLE course, English-education major Angela Barber (left photo, standing) mixed writing exercises with fun team-building activities—such as a race involving towels and cups of water. At right, PEOPLE participant Nwerere Davidson prepares to be soaked. Barber said the race offered “a great lesson in communication and cooperation.”



Photos by Bob Reishid

## Summer program provides valuable teacher training

As an undergraduate in the School of Education, Angela Barber has already gained quite a bit of teaching experience: two semesters in the schools completing her required “practica,” and one semester as a student teacher. During the fall, she will embark on her second and final term of student teaching.

But Barber can’t seem to get enough of the classroom; and in July, this tireless English-education major made still another impressive addition to her résumé: She spent three weeks as a writing instructor in UW–Madison’s PEOPLE program.

PEOPLE, which stands for the Pre-College Enrichment Opportunity Program for Learning Excellence, is a new University initiative designed to help minority and disadvantaged youngsters prepare for college.

In the summer of 2000, the program brought more than 200 middle- and high-school students from Madison, Milwaukee, and Racine to the campus to hone their

academic skills and to get a taste of undergraduate life.

The older PEOPLE participants studied biology, physical sciences, and language arts; their younger counterparts were involved in hands-on workshops dealing with architecture, space exploration, and other topics. Most of the classes were taught by UW–Madison graduate students and public-school teachers. But two of the instructors were undergraduates in the School of Education’s teacher-preparation programs: Barber and Katie Hoffman, who is also majoring in English education.

“We decided to include Education undergraduates because we thought they would benefit from the chance to work with students of diverse backgrounds,” says Walter Lane, assistant dean for minority programs in the School of Education and one of the directors of PEOPLE. “And we knew that Angela and Katie would bring a lot of enthusiasm to the program.”

From Barber’s perspective, it was a wonderful learning experience. She and Hoffman were in charge of a class of 10—a much smaller and more intimate group than they are likely to find in most

school settings. They designed their own curricula, being sure to provide a variety of writing exercises. For example, their students penned essays, poetry, and autobiographical accounts. They even visited the campus’s Elvehjem Museum of Art, where they were asked to describe a sculpture exhibit.

Barber says she has worked with students of different ethnic backgrounds before, but never in such a focused manner. “It really opened my eyes,” she says. “It has been great preparation for my last semester of student teaching and for a job after graduation. I am really excited to have been a part of this program.”

PEOPLE targets students who are of African-American, American Indian, Southeast Asian-American (Vietnamese, Cambodian, Laotian including Hmong), Chicano/a, Puerto Rican, and Latino/a heritage, as well as economically disadvantaged students.

Participants will remain in PEOPLE until they complete high school. Each summer they will come to campus for academic workshops; they will also attend special enrichment programs during the school year.



## The School of Education in the news

### Teaching to the test?

With increased emphasis on academic standards and school accountability, there's been great concern that K-12 educators will begin to "teach to the test"—spending all their time preparing students to take state exams, at the expense of other lessons. But a study recently conducted in the School of Education showed that teaching to the test isn't widespread (*Education Week*, June 7).

Scholars in the Wisconsin Center for Education Research found that there is little overlap between material covered in state assessments and what is taught in the classroom. In one instance, the overlap between instruction and assessment was only five percent.

Andrew Porter, professor of educational psychology and director of WCER, was the principal investigator of the study. He told *Education Week* that the discrepancy is partly due to the cost of exams. For instance, the state assessments rarely include performance exercises, such as laboratory work, because they are more expensive than simple pencil-and-paper tests; yet these exercises account for a significant portion of teaching time.

WCER researcher John Smithson explained that most states have relied on assessments—rather than academic standards—to influence instruction.

"These tests are attractive [to states] because they get people's attention, and they provide a tool to measure outcomes," he told the newspaper. "It's an attractive policy but limited."

### Reading gains in Miami

When second-graders in the Miami-Dade County school district posted impressive gains on standardized reading tests, educators were delighted (*Miami Herald*, May 20). But a School

of Education professor cautioned them to be careful in interpreting the results.

For the first time in 17 years, the median score for second-graders in Miami-Dade County rose above the national average in reading. The district's score represented a gain of 13 points over the previous year.

However, the students were taking somewhat different tests: Last year they took the Stanford 8, and this year they completed the Stanford 9. Allan Cohen, an associate professor of educational psychology and the director of Testing and Evaluation Services in the School of Education, told the *Miami Herald* that school officials should wait three or four years before they conclude that real improvement has taken place.

"It's too soon to assume that a jump is a real jump, because it could be an aberration," Cohen said. "It may not be consistent over time, but for a large urban district with the kind of challenges that Miami has, this is still very good news."

### No more couch potatoes

How can parents convince their children to make exercise a regular routine? In its April 18 issue, the *Washington Post* asked that question of Ann Ward, an assistant faculty associate in the department of kinesiology. Her answer: The type of exercise must be right for the child's body—and it also must appeal to youthful interests.

"Continuous jogging isn't fun for kids," she told the newspaper. Weight-training isn't necessarily a good choice, either, since there are concerns it can have a negative effect on children's bone development.

Games and fun activities are usually what prompt children to be—and stay—active, she concluded.

## Art/art education

**Margo Hemphill Kren** (B.S. in art, '66) received the Kansas Arts Commission Artist Fellowship Award in February. She is a professor at Kansas State.

Organizers of Milwaukee's Scholastic High School Student Art Competition invited **Rochelle Dubin Sennett** (B.S. in art ed., '75) to display three pieces of her art work at the Milwaukee Art Museum in February. Sennett is a former winner of the competition and was the only "alumna" of the contest represented in the show. The pieces displayed reflect her interests in painting, sculpture, and furniture design. Sennett teaches high-school art in Kenosha, Wis.

"Greta Toasts a New Century," an exhibit of paintings by **Sasha Rubel** (B.S. in art, '86), was shown this spring and summer at the Chicago gallery Cambium. In May

Rubel had a solo show at Eclectic Junction, also in Chicago.

Seventy photographs by **Krista Olson** (B.S. in art, '87) appear in the book *If You Can Stand the Heat* (Penguin Books, 1999), which contains stories of chefs and restaurateurs. Olson lives in New York City.

Two art education graduates—**Pat Stuhr** (Ph.D., '87) and **Kerry Freedman** (Ph.D., '85)—have been named Distinguished Fellows of the National Art Education Association. Stuhr is a professor at Ohio State University, while Freedman is a professor at the University of Minnesota.

**Julia Turner** (B.F.A., '93) is head of the jewelry and metalsmithing program at San Francisco State University. She's also on the faculty of the Revere Academy of Jewelry Arts in San Francisco. Her recent activities include a solo show at a San Francisco gallery and two national traveling exhibitions.

**Wen-Din Yeh** (Ph.D. in art ed., '99) is an associate professor of industrial design at Tatung University in Taipei, Taiwan.

## Curriculum & instruction

The road to Concordia College's permanent Spanish village, El Lago del Bosque, has been named "Paseo de Roma," honoring **Roma Hoff's** initiative of the project in 1981 and her commitment to the village for 18 years. The village is located in Bemidji, Minn.; Hoff (B.S., '48; Ph.D., '56) lives in Eau Claire, Wis.

UW-Milwaukee's School of Education presented its 1999 Distinguished Alumnus Awards to **Nicholas Georgiady** (M.S., '50; Ph.D., '59) and **Louis Romano** (M.S. in ed. admin., '48; Ph.D. in C&I, '55). They were honored for co-authoring more than 100 children's books, including *Gertie the Duck*, which has sold more than 1.2 million copies. Georgiady is a professor at the University of Miami in Oxford, Ohio; Romano is a professor emeritus of Michigan State.

The Sisters of Saint Benedict of Madison have promoted **Marykay Roberts Bell** (B.S. in elem. ed., '76) to the post of executive director of the Benedictine Life Foundation.

The Wisconsin Association of School District Administrators named **John Box** (Ph.D., '78) the state's Superintendent of the Year for 2000. Box just finished his fourth year as the superintendent of the Mequon-Thiensville School District. He previously served as superintendent of the Hartland Arrowhead and Monona Grove districts.

## To our alumni

We welcome news from our graduates, and we encourage you to keep us informed about your latest activities and accomplishments. Be sure to include your first name, middle initial, and last name; the name you used when you were a student (if different); your address and phone number or your e-mail address, in case we have a question about your information; and your School of Education degree(s), major(s), and year(s) of graduation. Because of space limitations, we do not publish news about the same individual more than once a year.

Send information to:  
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 UW-Madison  
 1000 Bascom Mall  
 Madison, WI 53706-1398  
 soenews@education.wisc.edu

Contact us with your address changes, or call the Registrar's Alumni Records Service at 1 (800) 442-6469.

## Teaching the veterans

A recent graduate of the School of Education is pictured on the cover of the March 2000 issue of *NEA Today*, a publication of the National Education Association.

The accompanying article—titled “Who’s the Mentor?”—explains how beginning teacher Allison Dan (B.S. in French ed., ’99) is sharing her knowledge and insights with experienced educators at her school in Bellevue, Wash. One of those veteran teachers, Karen Jensen, has been in the classroom for 28 years; but, she tells *NEA Today*, she still has a lot to learn, and she is acquiring new skills from her rookie colleague.

According to the article, Dan showed Jensen a teaching technique she learned in the School of Education. Called “Total Physical Response,” the technique helps young students learn a foreign language by connecting words with physical actions.

Although it does not identify her alma mater, *NEA Today* writes that Dan graduated from a demanding teacher-preparation program, noting that she spent four semesters in a K–12 classroom, including two semesters of student teaching. She also was mentored, the article says, by “skillful cooperating teachers.”



**Frances Shuter Taylor** (B.S. in elem. ed., ’68) of Newton, Conn., has been named to a two-year term on the board of directors of the Wisconsin Alumni Association. Taylor is a retired investment banker and a former member of the School of Education Board of Visitors.



Frances Taylor

**Susan Adler** (Ph.D., ’82) is serving a one-year term as president of the National Council for the Social Studies. The council has 26,000 members in the U.S. and abroad. Adler is an associate pro-

fessor of education at the University of Missouri-Kansas City.

**Susan Guderyon** (B.S. in French ed., ’83) teaches French at an American international school in Lima, Peru. She previously taught for nine years in Forest Lake, Minn., and she holds a master’s degree and certification in teaching English as a second language.

Montana State University recently presented the President’s Distinguished Award for Superior Teaching to **Ann Fox de Onis** (Ph.D., ’89). De Onis is an associate professor who teaches undergraduate and graduate coursework in language arts in the education department, where she also coordinates the paraprofessional program.

**Ronald Dentinger Jr.** (B.S. in comm. arts ed., ’90) teaches introductory speech and television production at a high school in El Paso, Texas. He has also coached forensics and wrestling at the school. Dentinger is pursuing graduate studies in educational administration at the University of Texas at El Paso. He and his wife,

Tricia, have two children, Ronald Lee III and Patricia Ann.

**Jose Rios** (M.S. in science ed., ’91; Ph.D., ’95) is an assistant professor in education at the University of Washington-Tacoma, where he recently received a Presidential Faculty Development Fellowship. He will use the grant to study how teachers in Washington state are implementing academic standards in science.

In January, **Judy Ballweg** (B.S. in elem. ed., ’92) published two curriculum guides with the International Society for Technology in Education. *Kid Pix ABC: Art, Books, and Computers* and *Kid Pix Digital Gallery: Cameras, Scanners, and Computers* draw from the literature-based technology curriculum Ballweg has developed for her primary students at Midvale Elementary School in Madison, where she is the REACH technology teacher. In June, she completed her master’s degree in education and technology from Lesley College in Cambridge, Mass.

*Continued on page 18*

## Honors and awards

In May the School of Education presented its annual Distinguished Achievement Awards to six members of the faculty and staff. The recipients were **Jim Escalante**, professor of art; **Chris Kruger**, program assistant in curriculum and instruction; **Jane Kwiecinski**, printing technician in the Wisconsin Career Information System, Center on Education and Work; **Linda Newman**, senior student services coordinator in Education Academic Services; **Debbie Stewart**, distinguished editor with the Wisconsin Center for Education Research; and **Ken Zeichner**, Hoefs-Bascom professor of curriculum and instruction.

Several faculty members recently received promotions. **Mary Louise Gomez** (curriculum and instruction), **Stephen Quintana** (counseling psychology), and **Leona Schauble** (educational psychology) were promoted from associate to full professor. **Aristotle Georgiades** (art), **Alberta Gloria** (coun-

seling psychology), and **Carolyn Kelley** (educational administration) received tenure and were promoted from assistant to associate professor.

**Kathryn Blomker**, an associate lecturer in curriculum and instruction, received honorary membership in the UW–Madison chapter of the Phi Kappa Phi honor society in April. Blomker teaches the elementary- and middle-school science methods courses in the School of Education.

**Jo Ann Carr**, director of the Center for Instructional Materials and Computing, was selected from an international pool of applicants to participate in the inaugural Frye Leadership Institute, a two-week program sponsored by the Council on Library and Information Resources, EDUCAUSE, and Emory University. Held in June, the institute focused on creative leadership and the qualities needed to confront the challenges of information technology in higher education.

**Steve Feren**, professor of art, has received the Creative Arts Award from the UW–Madison Arts Institute. He plans to use the three-

year, \$30,000 award to research processes for casting acrylic sculpture with integrated fiber-optic systems. His goal is to create works with transparent elements, which are durable enough to be used for outdoor public-art projects.

**Kelli Koltyn**, assistant professor of kinesiology, received a grant of \$30,000 from the Jacobs Institute of Women’s Health to examine the association among physical activity, physical functioning, and quality of life in older women residing in long-term care facilities. The award was presented at a ceremony in Washington, D.C., in May.

**Theresa Marché**, assistant professor of art education, was inducted into UW–Madison’s Teaching Academy in April.

**Thomas Popkewitz**, professor of curriculum and instruction, received a Fulbright scholarship for 1999–2000. The award allowed him to do lecturing and research at the University of Helsinki, Finland.

**Ann Wallace**, an administrative officer in the Dean’s Office, received the 1999–2000 Chancellor’s Award for Excellence in Service to the University. She was particularly honored for her work with UW–Madison’s Academic Staff Assembly.

## Rehabilitation psychology faculty, alumni take home honors

In March the American Rehabilitation Counseling Association presented honors to professors and alumni in rehabilitation psychology:

- Professor **Fong Chan** was recognized with the James F. Garrett Award for a Distinguished Career in Rehabilitation Research.
- Professor **Norman Berven** and alumnus **David Rosenthal** (M.S., ’89; Ph.D., ’93) received the first-place ARCA Research Award for their article “Effects of Client Race on Clinical Judgment.” Rosenthal is on the faculty at UW–Stout.
- **Joe Wheaton** (M.S., ’87; Ph.D., ’92) was co-recipient of the first runner-up award for his study “Patterns of Services to Vocational Rehabilitation Consumers with Serious Mental Illness.” Wheaton is a professor at Ohio State.
- **Chow Lam** (M.S., ’84; Ph.D., ’85) was co-recipient of the second runner-up award for his study “Readiness for Change among People with Severe and Persistent Mental Illness.” He is a faculty member at the Illinois Institute of Technology.

## Other activities

Last fall **Jurgen Herbst**, professor emeritus of educational policy studies, spoke at a conference in Switzerland, lectured at the University of Leuven in Belgium, and participated in several sessions of the annual meeting of the History of Education Society. He also spoke in Madison about his new book, *Requiem for a German Past*. In the spring he presented papers at the annual meeting of the Com-

## Triumphant return



Sixteen months after she was seriously injured in an automobile accident, dance professor Li Chiao-Ping returned to the stage in May, giving performances in Milwaukee and Madison. Li, pictured here rehearsing with members of her company, nearly lost her left foot in the January 1999 car crash. She has since undergone nine surgeries, and many feared that she would never dance again. Though she was still not able to put much weight on her foot, and continued to experience a great deal of pain, she had recovered well enough to perform two pieces during the May concerts. One of them was titled "Venous Flow: States of Grace," and was inspired by the accident and her long rehabilitation process.

parative and International Education Society and at a symposium held at Harvard.

"The Body of the Book," an exhibit of book art by **Ivan Soll**, professor of philosophy and educational policy studies, and **Marta Gomez** (M.F.A. in art, '87), was shown in the lobby gallery of the Wisconsin Department of Administration building in downtown Madison during the summer. Soll and Gomez are accomplished book artists who have shown their work nationally and internationally. Also during the summer, they served on the faculty and held an exhibit at the Haystack Mountain School of Art in Deer Isle, Maine.

**Jin-Wen Yu**, assistant professor of dance, presented a concert titled *Interplay* at UW-Madison's Lathrop Hall in March. Later in the month, Yu's company performed

*Interchange*, a multimedia concert, at the Madison Civic Center.

**Kenneth Zeichner**, Hoefs-Bascom professor of curriculum and instruction, is the co-editor of a new book, *Democratic Teacher Education Reform in Africa: The Case of Namibia* (Westview, 1999).

## Obituaries

**Robert Kaiser**, a 25-year employee of the Center on Education and Work, died May 1. He was the financial specialist in the CEW and for 20 years was its only employee in the finance area.

**J. Kenneth Little**, professor emeritus of educational administration, died March 12 at his home in Davis, Calif. He taught in the School of Education for 37 years before retiring in 1971. In

1954-55, while on leave from his University duties, he served as U.S. deputy commissioner of education. He also was a member of the Wisconsin governor's coordinating council on higher education and the governor's commission on education, and served as president of the American Association of Higher Education.

**Randolph Thrush**, professor emeritus of counseling psychology, died March 26 in Madison. He was a member of the faculty from 1967 until his retirement in 1995. He also served for several years as director of the University Counseling Center. Thrush was a former president of the Society of Clinical and Consulting Psychologists and the Wisconsin College Personnel Association; he was also on the advisory committee to the Wisconsin Psychology Examining Board.

## Alumni news

Continued from page 15

### Dance

**Brian Mangin** (B.S. in interarts & technology, '95) is a client relations specialist with Optavia Corp. of Madison. He is responsible for sales in the Minneapolis area and other national markets, and is involved with marketing and business development activities. Optavia provides research and consulting to the electronic commerce industry.

### Educational administration

**Pam Rewey** (B.S. in English ed., '69; M.S. in ed. admin., '89) has been appointed director of legislative services for the Wisconsin Association of School Boards. She has been with the Madison office of the WASB for 11 years and established its search service, which helps school districts in hiring superintendents and other administrators. Rewey is a member of the advisory council for the School of Education's department of educational administration.

**Robert Hoye** (Ph.D., '73) received the 1999–2000 Outstanding Faculty Award, which was conferred during commencement exercises at Walden University. Based in Minneapolis, Walden is a distance-learning institution that offers graduate degrees. Hoye is also a professor emeritus in administration and higher education at the University of Louisville.

### Educational policy studies



Doris Meissner

In May the Wisconsin Alumni Association presented one of its Distinguished Alumni Awards to **Doris Meissner** (M.A., '69), who has served since 1993 as commissioner of the U.S. Immigration and Naturalization Service. During her tenure, the INS has cut the time required to process citizenship requests from 28 to 12 months. Meissner was also a focus in the news last spring when she ruled that young Elian Gonzalez should be reunited with his father in Cuba. Meissner began her career as UW–Madison's assistant director of student financial aid.

### Educational psychology

The fall 1999 issue of the journal *Education* included an article by **John Check** (Ph.D., '59) of Oshkosh, Wis. Titled "The Perceptions of Their Former Teachers by Older Adults," the article explains research showing that many of the impressions older

adults have of their former teachers are not very different from those of younger generations.

**María del R. Medina-Díaz** (Ph.D., '91) is the co-author of the book *Evaluación del aprendizaje estudiantil* (*Evaluation of Student Learning*), which was so well received it sold out its first printing. Medina is an associate professor in the graduate school of education at the University of Puerto Rico, where she was honored last year with the Academic Excellence Award. She is the past president of the Association of Mathematics Teachers of Puerto Rico.

### Kinesiology

In July, **John Olson** (B.S. in P.E., '59; M.S. in science ed., '64; Ph.D. in ed. admin., '79) was inducted into the National High School Sports Hall of Fame. He was honored for his four decades of work in the schools, which included coaching, teaching, and service as athletic director and safety coordinator for the Madison school district. Olson, who recently retired, is a member of the School of Education Board of Visitors, an advisory group to Dean Charles Read.

### Occupational therapy

**Barbara Kornblau** (B.S., '77) has been elected president of the 60,000-member American Occupational Therapy Association. She is a professor of occupational therapy and public health at Nova Southeastern University in Davie, Fla.

## WORKSHOPS FOR THE FALL

The following programs are sponsored by the Office of Education Outreach. Unless otherwise noted, contact Linda Shriberg for more information: Suite 304 Lathrop Hall, 1050 University Ave, Madison, WI 53706; (608) 262-4477; [shriberg@education.wisc.edu](mailto:shriberg@education.wisc.edu). Or visit the Outreach web site at [www.education.wisc.edu/outreach](http://www.education.wisc.edu/outreach).

### 19th annual Midwest research-to-practice conference

Wednesday-Friday, Sept. 27-29

This conference brings together adult and continuing educators, community educators, literacy educators, trainers in business and industry, outreach specialists, and university faculty and researchers to exchange ideas about research and research issues, practices, and evaluation in adult education.

### Nuclear physics in the science curriculum: A primer for middle- and high-school teachers

A choice of three dates:

Saturday, Oct. 14; Saturday, Nov. 11; or Saturday, Nov. 18

In this workshop, middle- and high-school teachers learn how to use Geiger Counters to measure ionizing radiation, and are provided with a lesson plan and Geiger Counters to take back to their schools. Other program highlights include discussions on nuclear energy applications and careers; a demonstration of the nuclear reactor at UW-Madison, as well as hands-on experience in operating the reactor; and an information session on how to apply the workshop information to the classroom.

### Absolutely normal and always amazing: The subject of human reproduction in books for children

Tuesday, Oct. 17

In this workshop, teachers, librarians, and parents will consider classroom environments, curriculum implications, and book evaluation criteria about puberty education and current literature for children ages 8-12.

### Wisconsin leadership conference: Accountability, democracy, and educational reform

Friday and Saturday, Dec. 1-2

Contact: Julie Seaborg,  
(608) 262-5315,  
[seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu)

Hosted by the department of educational administration, this event will bring together practitioners, researchers, teachers, and students to examine and discuss the challenges facing today's educational leaders. The event will close with a keynote address by Parker J. Palmer.

### SCIENCE WORKSHOPS FOR TEACHERS OF GRADES K-8: Addressing state and national teaching standards

#### The science of art

Tuesday, Nov. 14

There is a science to art: Artists must know about color and light, diffusion and density, solubility and hydrophobicity, and more. In this workshop, teachers will use creative techniques to both produce some "great art," and to understand the science behind it.

#### Chemistry and physics with toys . . . and other fun activities

Thursday, Dec. 7

In this workshop, teachers will construct or explore a variety of toys for understanding concepts that are fundamental to all branches of science.

### SCIENCE WORKSHOPS FOR TEACHERS OF GRADES 6-12

#### Cloning: What is it and how do they do it?

Thursday, Oct. 12

This workshop introduces the principles of cloning and some basic recombinant DNA techniques. Classroom discussions are complemented by laboratory experiments using simple molecular biology techniques.

### Recombinant DNA techniques

Thursday-Friday, Nov. 2-3

Teachers in this laboratory workshop prepare their own luciferase clones using recombinant DNA techniques: restriction enzyme digests, gel electrophoresis, DNA ligations, genetic transformations, and DNA purification.

### ADMINISTERING, SCORING, AND INTERPRETING THE WOODCOCK-JOHNSON III: TESTS OF COGNITIVE ABILITIES & TESTS OF ACHIEVEMENT

#### Session A: The WJ-III Tests of Cognitive Abilities: Administration and scoring

Wednesday, Nov. 8, 8-11:45 a.m.

#### Session B: The WJ-III Tests of Cognitive Abilities: Interpretation

Wednesday, Nov. 8, 12:45-4:30 p.m.

#### Session C: The WJ-III Tests of Achievement: Administration, scoring, and interpretation

Monday, Nov. 13, 8 a.m.-4:30 p.m.

### PROGRAMS FOR YOUTH

#### How to study in middle school and high school: A five-session workshop for students in grades 7-10

Saturdays, Sept. 9 through Oct. 14  
(no class on Sept. 30)

Classes cover time management, note-taking, organizing information, preparing for and taking tests, and survey research. Students create a 160-page manual to take home after the last class.

#### Saturday enrichment program for grades 1-8

Fall series: Saturday, Oct. 14-Nov. 4  
Winter series: Saturday, Jan. 20-Feb. 10  
Spring series: Saturday, March 10-March 31

Contact: Nancy Blake, (608) 262-4650,  
[nblake@education.wisc.edu](mailto:nblake@education.wisc.edu)

Subjects include computer design, visual art, engineering, architecture, photography, veterinary medicine, and more

# Study questions academic ‘redshirting,’ retention of children in early grades

A recent study by a School of Education researcher challenges the conventional wisdom about the value of “redshirting” children by delaying their entry into kindergarten or of asking them to repeat a grade in K–3.

The study was conducted by curriculum and instruction professor Elizabeth Graue and James DiPerna of Lehigh University. They examined the records of more than 8,500 Wisconsin students in 47 districts to determine patterns of school entry, promotion, subsequent special services, and student achievement.

About seven percent of kindergartners in the sample were redshirted, and three percent were asked to repeat a K–3 grade. Redshirting tends to be relatively young boys, and children retained are typically children of color and of poverty.

“Based on what we found in our study,” says Graue, “redshirting for kindergarten or retention in the early grades should not be widely promoted or endorsed until we know more.”

Within her study and other such studies:

- Students do not seem to benefit socially from being redshirted. Their self-concept and acceptance by peers are about the same as those who were not redshirted. In fact,

redshirting does less well than their peers on measures of behavior problems. Graue does not argue that redshirting causes social and emotional difficulty, but that it does not appear to solve social or emotional problems.

- Redshirting is 1.89 times more likely to need exceptional educational needs (EEN) services. That finding contradicts the belief that redshirting will head off the need for extra support for the child. Indeed, some children who are “held out” miss receiving needed school-based attention in learning, cognitive, and emotional disabilities.
- Redshirted kindergartners perform on par with—but not above, as some would predict—their grade-level peers, but children retained in the early grades perform below their grade peers.

The findings from Graue’s study were to be published in the *American Educational Research Journal* this summer.

—Jeff Iseminger, UW–Madison Office of News and Public Affairs



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