



Andrew Maclean

This is one of four technology-equipped classrooms in the Educational Sciences Building overseen by the Instructional Media Development Center in the School of Education.

Experts focus on using technology effectively

Advances in technology have put instantaneous communication and vast reservoirs of information at our fingertips. Gathering, organizing, and presenting information has never been easier. And the portability of today's technology allows us to take these devices virtually anywhere.

Distance learning has progressed far beyond the days of correspondence courses by mail. Videoconferencing technology now allows individuals at multiple locations to engage in virtual face-to-face exchanges – almost as if all participants were in the same room.

Today's technology creates exciting possibilities across the range of education, from K–12 through adult education and professional development. Yet, merely getting learners logged on to computers and putting high-tech devices in their hands does not automatically facilitate learning.

Having the high-tech tools is one thing; using them effectively is quite another.

At first, new technologies are often applied in familiar ways, like using computers as word processors to replace typewriters, explained David

Williamson Shaffer, an assistant professor of educational psychology. Only with more time and thought do we begin to employ new tools in truly new ways.

Indeed, information technology is just beginning to change how we work, learn, think, and educate.

For the UW–Madison School of Education, this creates new avenues of inquiry for researchers and spurs changes in how the School fulfills its mission. This issue of the *School of Education News* features a sample – but certainly not all – of this, including reports on:

- ▶ Promoting technological literacy and integration in teacher preparation.
- ▶ Exploring uses of technology to create art, prepare school leaders, and help children learn.
- ▶ Designing instructional materials to meet today's needs.

Integrating technology into teaching

Recognition by the early 1990s that the next generation of workers would need new skills to perform in the emerging information age fueled a drive to equip all of the nation's K–12 schools with computers. To meet this need, many schools added free-standing computer labs.

Critical observers soon realized, however, that the effective use of technology in schools required more than having a few computers and a few teachers who knew the basics of operating this equipment.

“Even though teachers had technical skills, they weren't using them in the classroom,” explained Jo Ann Carr, director of the Center for Instructional Materials and Computing (CIMC) in the UW–Madison School of Education. Just as computer labs were separate from the classrooms, computers were being used outside of the curriculum.

By the late 1990s, the emphasis began to shift from promoting technical skills to technology integration after critical studies emphasized that even the most advanced tools had few benefits unless educators knew how to use them as part of their curricula. Carr cited the 1999 report from the Milken Exchange on Education

Technology – *Will teachers be prepared to teach in a digital age? A national survey on information technology in teacher education* – and the *School Technology and Readiness* reports from the CEO Forum on Education and Technology.

Since then, the Wisconsin Department of Public

Instruction (DPI) has incorporated standards for technical literacy into PI 34, the new state regulations for teacher licensure. At UW–Madison, the faculty and staff have worked to integrate technology into students' development as teachers.

The university's teacher-preparation programs now are “geared toward having teachers really think about how they will use technology in their classrooms,” Carr said. The CIMC – formerly the Instructional Materials Center – has taken on a lead role in helping teacher-

education students build their technical skills, learn to integrate technology into their teaching, and locate quality classroom resources.

In a requirement added last year, all students accepted into UW–Madison teacher-preparation programs must take a self-survey of technical skills, which provides baseline information for faculty and staff and helps to identify what each student needs to learn, Carr said. The first group of surveys showed that students had stronger skills in operating systems and the use of word processing, mid-level skills in using spreadsheets and presentation software, and low skills in FTP documents.

To help students – as well as faculty and staff – expand their technical skills, the CIMC developed a collection of online technical tutorials – http://cimc.education.wisc.edu/ref/user_guides/index.html – and offers a range of workshops. The CIMC also has equipment available for use by the School's students, faculty and staff.

“One of the challenges for teachers using Internet resources is the issue of ‘link rot’ – that is, the uncertainty that Internet resources will continue to be available,” Carr said. She cited a study of link rot in science education, which indicates that 40 percent of .edu sites, 53 percent of .com sites, and 25 percent of .org sites are lost after 34 months.

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Jo Ann Carr

SCHOOL OF EDUCATION NEWS

Fall 2003

Produced by the Office of
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CIMC

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“This is an argument for teachers to use sites such as the Gateway to Educational Resources (www.thegateway.com), IDEAS (www.IDEAS.wisconsin.edu) or the DPI’s Curriculum Resource Center (www2.dpi.state.wi.us/sig/practices/high_2.asp),” Carr said. “These sites all provide searching by subject area, grade level, and topic as well as links to national or state standards.” The experts behind these sites evaluate Web-based resources and track which ones remain accessible.

The CIMC also has its own sets of online resources – available to users on and off campus through its Web site, <http://cimc.education.wisc.edu>. These include:

- ▶ The CIMC Reference Gateway, which leads individuals through the process of locating information: <http://cimc.education.wisc.edu/ref/gateway.html>
- ▶ Guides to finding specific types of resources: http://cimc.education.wisc.edu/ref/user_guides/index.html
- ▶ The Technology in Teacher Education site that includes Best Practices, Online Curriculum Resources, Periodicals Online, Resources for Change and Teaching Standards for Technology Integration: <http://cimc.education.wisc.edu/ref/resources/technology/index.html>

Carr explained that the CIMC’s layout promotes the use of technology. “We don’t separate by format,” she said. “People like things to be convenient,” she said, so all materials on a given topic – from textbooks and supplemental printed material to videos and computer software – are shelved together, which encourages anyone seeking topical material to check out the full range of what’s available.

The CIMC’s activities go beyond campus into local schools, through several collaborations. For instance, the CIMC has been working with Madison’s Lincoln and Midvale elementary schools through a three-year technology grant that ended last spring. As a result of this initiative, the schools now have technology committees – with CIMC representation – and have established technical-skills standards for students.

Carr’s staff also has been involved in a two-year grant from Hewlett-Packard to Cherokee Middle

Teacher licensing standards include technology

Wisconsin Department of Public Instruction: Qualifications for a license to teach under PI 34 – www.dpi.state.wi.us/dpildlsis/tell/pi34.html – include completion of an approved teacher-education program and demonstration of proficiency in meeting ten standards, which include the following two related to technology:

- ▶ Standard No. 4: “The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.”
- ▶ Standard No. 6: “The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.”

UW–Madison School of Education: The School’s Teacher Education Standards – www.education.wisc.edu/eas/news_notes/changes/uw_standards.htm – also address technology, by requiring that:

- ▶ Standard No. 11: “Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic ideas surrounding their implementation.”

School that has helped to integrate more technology into the classrooms. Hewlett-Packard has enlisted Cherokee teachers for a third year to help write curricula for national standards.

And the CIMC has been working with the Madison Metropolitan School District on a federally funded distance-learning initiative. This spring, the CIMC provided workshops on distance education for a small group of teachers, who will help train other teachers in the district.

Carr said the CIMC’s involvement in these efforts “strengthens our understanding of what’s going on in the schools,” where computers and other technologies are moving increasingly into K–12 classrooms.

“The isolated computer lab is becoming more of an anomaly,” said Carr, who helped to write the Wisconsin Model Academic Standards for Information and Technology Literacy for the DPI. ■

Researchers explore uses of information technology

New learning models based on professions

Technology “makes it possible for students to do things they could never do before,” explained David Williamson Shaffer, an assistant professor of educational psychology. The key question in Shaffer’s research is: How can new technologies be used to promote learning?

In his ByLine Project – a joint effort by the UW–Madison School of Education and the School of Journalism and Mass Communication – students from Madison’s Neighborhood House Community Center use Web-based journalism to develop technological fluency and learn about their own community.

Shaffer described the project, in which children collect and publish information about the world in which they live, as a reinvigoration of John Dewey’s vision of bringing “the life of the child into the life of the school.”

In the process, the project helps these young people from underserved neighborhoods to cross the “digital divide” and prepare for life in a knowledge-based economy and society. “New tools make information available, but only to those who know how to use it,” Shaffer said. “And information is useful, but only to those who know what it is for.”

He explained that the traditional model of education for the past century was shaped by an industrial economy. Industrial schools, with fixed class periods marked by bells, repetition, and rote memorization, were designed to prepare factory workers and citizens in an industrial society.

But the industrial economy has given way to a service- and knowledge-based economy, built on emerging information technologies. “It seems likely that education in a knowledge economy will come to resemble work in a knowledge economy, just as education in an industrial economy reflected industrial work,” he said.

In his search for an educational model better suited for a knowledge economy, Shaffer has focused on professions such as law, medicine, engineering,



Paul Baker

David Hatfield, a researcher and graduate student in cognitive science applied to education, works with students at Madison’s Neighborhood House Community Center during the pilot phase of ByLine, a Web-based journalism project.

architecture, and journalism, whose practitioners work with complex ideas through projects that matter in the community. Also, he noted, preparation to enter these professions includes work experience under the guidance of mentors. Learning to be a knowledge worker involves participation, with support and guidance, in meaningful activities.

To explore how computers and other new media can make it possible to use techniques from various professions with K–12 students, he has launched the Epistemologies of Practice research group, a multifaceted collection of projects – such as ByLine – that explore how students can learn by working as “practicing” professionals using information technology.

Currently in its pilot phase, the ByLine project involves small groups of students in an after-school



David Williamson Shaffer

program for two hours a day, two days a week for three weeks. Assisted by UW–Madison journalism students and professor Lewis Friedland, and reporter Andy Hall of the *Wisconsin State Journal*, ByLine participants learn journalism skills and produce a feature section for a community news Web site.

“These students pick things up more quickly than some UW journalism students,” said Nick Wolfmeyer, one of the undergraduates working on the project.

These pilot studies show that working as journalists helps students to think differently about their world, Shaffer said. “Classes teach students to think in the context of traditional academic disciplines,” he explained. “The professions also develop coherent ways of thinking, but the work of journalists, doctors, and engineers is grounded in real problems that kids care about.”

As a result, ByLine’s young urban professionals learn about technology, about their community, and about themselves in new and powerful ways. Shaffer plans to expand the project, and is developing further after-school programs based on professional practices, including engineering and urban planning.

He described this as the first step in a fundamental restructuring of education. Rather than a curriculum based on mathematics, science, history, and language arts, he said, we might imagine a system in which students learn to think as doctors, lawyers, architects, and other knowledge workers.

“It’s not that we want to train students as professionals in the traditional sense of vocational education,” he said. “Learning to work as professionals helps students learn in ways that are meaningful and motivating – and that will prepare them for life in a postindustrial society.”

To learn more:

- ▶ David Williamson Shaffer’s faculty page:
www.education.wisc.edu/edpsych/facstaff/dws/ep/
- ▶ Epistemologies of Practice Web site:
<http://coweb.wcer.wisc.edu/eop/>

Multimedia case studies convey complexities

Richard Halverson knows about the difficulties of documenting and communicating the practices of successful school leaders. Halverson, an assistant professor of educational administration and a former high school principal, pointed to the inadequacy of traditional studies in this field, which often involve

distilling observations and interviews into a set of salient bullet points.

While such studies can articulate important characteristics of effective leadership, they fail to capture the complexities of the culture and situations in which school leaders operate. “No school exists in a vacuum,” he noted.

“Representations of the practical wisdom that guides school leaders to successfully implement complex reform programs must include reference to the typical constraints and opportunities of the situation,” he explained. He believes that providing instructive examples that include a rich representation of these contexts would help current and aspiring school leaders to better understand and adapt this “practical wisdom” to their unique situations.

Mentoring and apprenticeships provide some opportunities to acquire practical knowledge from experienced practitioners, Halverson said. “However, mentoring and apprenticeship relationships are expensive to establish and maintain, and can constrain learning by relying too heavily on the influence of local circumstances. Making alternative representations of practical wisdom available could help refine and hasten this learning process.”

He sees technology – in the form of multimedia case studies – as an alternative vehicle for documenting and communicating these practices. He described the multimedia case study as a complex instrument for conveying complex information, predicting that it will become a standard format for learning.

“I’m interested in building online, multimedia technologies to access and document successful school leadership practice, and in developing ideas that can capture the complexity, expertise and situated nature of leadership practice,” Halverson explained.

He has been developing case studies of principals who have increased the achievement of minority and low-income students in their schools. He presented papers on two of his studies in April at the annual meeting of the American Educational Research Association, focusing on:

- ▶ A principal’s efforts at a Madison pre-K–3 school to introduce an integrated service delivery model to better serve students who traditionally struggle in school – in collaboration with Colleen Capper, UW–Madison professor of educational administration.



Richard Halverson

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IMDC aids instructional communications

In today's complex technological world, educators and other content providers increasingly turn to instructional designers, media producers, and technical support staff to help integrate new instructional technologies into their courses and research materials. Whether a single class presentation, an elaborate telecourse production, or a complex multimedia program, success often rests on collaboration among the presenters and communication professionals.

For more than 40 years, the School of Education's faculty and staff have relied on the technical support unit currently named the Instructional Media Development Center (IMDC) – <http://imdc.education.wisc.edu/> – for media development and presentation expertise. Known previously as the Instructional Media Distribution Center and the Multimedia Instructional Lab, the IMDC has evolved as technologies have advanced.

Today, the IMDC provides expertise to faculty and staff at UW–Madison and throughout the University of Wisconsin System, as well as serving clients from state agencies, nonprofit associations, and the business community.

“The IMDC's expertise is very broad and easily shared among its staff,” said Lisa Livingston, IMDC director. Services are provided through eight specialized divisions:

- ▶ The **Distance Education** division coordinates and produces multi- and single-point videoconferences, Webcasts, and telecourses, and supports distributed communications with institutions across the United States and around the world.
- ▶ The **Graphic Design** division develops Web sites, CD/Web cards, online courses, animation, brochures, conference materials, and poster sessions. The staff also trains clients who want to maintain their own Web sites.
- ▶ The **Video Production** unit provides studio and off-site video production, digital and analog post-production (editing), closed captioning, media streaming services. The staff also produces video for multimedia programs and Web sites designed by other IMDC divisions and for telecourses distributed via Wisconsin Public Broadcasting and cable television.

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Andrew Maclean (2)

ABOVE: The Instructional Media Development Center has facilities, such as this control room, necessary to produce telecourses. BELOW: The IMDC also produces a variety of materials, ranging from print to multimedia.



Halverson

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- ▶ A regular forum, called the Breakfast Club, at a K–8 school in Chicago that has been credited for contributing significantly to the school’s steady gains in student achievement.

These Web-based cases include videos, recorded interviews with key actors, and a range of relevant artifacts, such as documents, memos, and press clippings. The use of hypertext navigation in constructing these cases enables each user to follow individualized paths through the intricacies of each case.

Halverson has been fine-tuning these case studies through user testing, involving staff members who work at the schools and practitioners from elsewhere. He wants to make sure that the multimedia cases address the right questions, include pertinent information, and are organized in a way that makes sense to users.

“We want to hit the balance between too much and not enough information,” he explained. “We don’t want to lose the complexity of the practice.”

In addition to presenting information, case studies that immerse users serve as “a really good prompt for reflection,” Halverson said. “Given the power of

cases to evoke as well as represent knowledge, a residual effect of user-testing multimedia cases of practice is to open a window on how users think about the practices represented, and in turn, think about their own practice,” he wrote.

*“We don’t want to lose
the complexity of the practice.”*

— *Richard Halverson*

He foresees deep interest for these cases among practicing school administrators and those in training interested in reshaping schools to improve learning for all students.

Looking ahead, he hopes to develop and distribute a template for case construction that will allow researchers and practitioners to develop multimedia cases on their own.

To learn more about Richard Halverson and his work, go to his faculty page, www.education.wisc.edu/edadmin/people/faculty/halverson.htm, which includes links to selected publications and presentations. ■

IMDC

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- ▶ **Interactive Solutions** designs, develops, and programs interactive multimedia projects.
- ▶ **Learning Environments** division provides classrooms equipped with state-of-the-art technology that can accommodate 25 to 300 individuals. The IMDC provides individualized technology and curriculum redesign services for each scheduled event.
- ▶ **Media Duplication** division produces single or multiple copies of DVD, CD, video, and audio media.
- ▶ **Hardware Reservation** unit rents out video playback units and monitors for classroom use beyond the IMDC facilities.
- ▶ **Technical Services** offers support to all IMDC staff and clients.

“The IMDC is unique among campus technology support facilities in that the scope of the technology it requires can be found within its divisions,” Livingston said.

Today, most instructors who teach their courses in IMDC classrooms use multiple formats, often combining Web-based multimedia and online components with more traditional classroom technologies like computers and video. (Currently, more than 35 courses are taught in the four IMDC classrooms.)

To accommodate this increased multiple format usage, an integrated multimedia delivery system has been installed in the four IMDC classrooms. This gives an instructor access to as many as six communication devices, including Apple and PC computers with Internet access, multi-standard video, digital video discs, CDs, cable television, video and audio conferencing, Web casting, document cameras, and overhead and opaque projection for 35mm slides and 16mm film.

“Yesterday’s instructional media services center has given way to today’s open learning environment,” Livingston explained. “Flexible technologies, shared creativity, and increased collaboration are tearing down technological barriers and creating open communications environments.” ■

UW printmaking program enjoys national stature

Artists explore range of print technologies

In one room, several art students methodically maneuvered knives, chisels, and gouges, as they carved intricate designs into blocks of wood. They planned to use their completed woodcuts in a form of relief printing that predates Johannes Gutenberg and his pioneering use of movable type in the mid-1400s.

In a neighboring room on the sixth floor of the George L. Mosse Humanities Building, another group of students concentrated on perfecting their own graphic creations. These developing artists, however, manipulated images digitally on computers – working in a format unknown just a generation ago.

This contrast reveals the scope of printmaking in the UW–Madison Department of Art, home to the nation’s top printmaking program, according to the 2004 edition of *America’s Best Graduate Schools Guidebook* published by *U.S. News and World Report*. The magazine this year ranked fine arts programs, based on surveys of deans and department chairs. Overall, UW–Madison tied for 13th place among the 213 fine arts programs reviewed.

The University’s national stature in printmaking sits on a foundation formed in the 1950s, when a gifted group of artists/professors – such as Warrington Colescott, Raymond Gloecker, and the late Dean Meeker – began to design and develop the innovative curriculum.

“We have a legacy here,” said Michael Connors, an assistant professor who leads the department’s efforts to link printmaking and computers. Today, he added, “our printmaking program has students who go on to teach all over the country.”

Connors described the printmaking faculty as highly regarded visual artists who are deeply involved with the national and international printmaking community. For instance, Connors currently serves on the board of the influential Southern Graphics Council.

The program also benefits from its close affiliation with Tandem Press, the self-supporting printmaking studio started in 1987 by Emeritus Professor Bill Weege to foster research, collaboration, experimentation and innovation in the field. Tandem Press enables graduate students to work with nationally recognized artists, who come here to take advantage of the high-quality printmaking facilities.

Printmaking is located in the graphics area, which is currently led by Frances Myers, whose works have been collected by the most prestigious museum print rooms, including the Metropolitan Museum of Art in New York, the National Museum of American Art in Washington, D.C., and the Chicago Art Institute. In addition to Myers and Connors, faculty members in printmaking include Jack Damer, who developed the department’s lithography area, and John Hitchcock, who teaches relief and screen-printing.

Printmaking here runs the gamut from traditional techniques, such as relief printing, etching, lithography, and screenprinting, to



UW–Madison students in a printmaking class review each other’s work during a critique session.

cutting-edge digitography, with studios designed and equipped for each of these techniques.

Printmakers here even apply new technology – a laser engraver – to traditional relief forms and experiment with substituting new materials for old – such as using thin polyester plates in place of massive stones for lithography.

The development of printmaking parallels general advances in technology, from pre-Gutenberg times to today's digital revolution, explained Connors, who chairs the art department's technology committee. "We're not just thinking about printmaking, but also about new technology. It's important for us to stay on the cutting edge."

Connors has been instrumental in the development of the department's Digital Printmaking Studio and Computer Imaging Labs, and in collaboration with graphic design faculty, has integrated computers in the Anderson Research Design Center. He has initiated courses that explore and integrate computer technologies with traditional printmaking techniques.

"It's exciting to bridge the two," said Hitchcock, who works in digital mixed-media prints, relief, serigraphy, and installation.

Hitchcock, an accomplished artist who joined the faculty here in 2001, enjoys bringing together diverse communities by facilitating exchange portfolios, in which many artists – usually 15 to 30 – contribute prints. Each participant receives a full set of prints, which can be exhibited. "It's a sampling of what's going on," he explained, noting that portfolios often reflect a common theme, such as social and political concerns.

He often focuses on social concerns in his own work, describing his current art as "dealing directly



Michael Connors, assistant professor of art, discusses a student's print during a critique session.

with issues of consumption, in particular with the distribution by the USDA of commodity foods to indigenous lands, welfare programs, and to Third World countries."

As other printmaking faculty members have done over the years, Hitchcock this summer is taking his printmaking activities – and the reputation of the UW–Madison program – to international venues.

He has been awarded a Vilas Associate grant for his two-year project, *Cross-Cultural Identities: The Politics of Collaboration, Community, and Identity*. In the first phase, he organized a print exchange with the Rhodes University School of Fine Art in South Africa, featuring an exhibition of prints by eight North American and eight South African artists at the South African Museum in Cape Town in August 2003, as part of the Third Impact International Printmaking Conference, and at UW–Madison in 2004.

"Using the print medium, with its long history of commenting on social and political issues, we will explore our relationships to community, land, and culture in regards

to each participant's respective countries," Hitchcock said. "We will exchange perspectives about lands that are strikingly beautiful on the surface, but have ties to social and political injustice."

The second phase will involve a similar print exchange with the Seacourt Print Workshop in Northern Ireland, where Hitchcock plans to travel next summer to create a series of prints, lead a screen-print/relief print workshop, and give a public lecture.

"This exchange will foster the dialogue of contemporary print culture," he said. ■

To learn more

Progressive Printmakers: Wisconsin Artists and the Print Renaissance, by Warrington Colescott and Arthur O. Hove (University of Wisconsin Press, 1999), documents the history of printmaking at UW–Madison from 1945 to 1995.

Web sites:

- ▶ **UW–Madison Department of Art**, with information about programs and faculty: www.education.wisc.edu/art/
- ▶ **Tandem Press**: www.tandempress.wisc.edu

U.S. News ranks School, programs among the best

Once again, the UW–Madison School of Education received high marks in the *Best Graduate Schools Guidebook* issued by *U.S. News & World Report*, which ranked the School as ninth in the nation among peer institutions.

As part of the rankings, deans of the nation's top education schools and colleges rated individual departments and programs at UW–Madison among the best in graduate education. In the deans' survey, the School's departments and programs ranked:

- ▶ No. 1 in educational administration/supervision
- ▶ No. 1 in educational psychology (tied with Stanford)
- ▶ No. 1 in curriculum and instruction (tied with Ohio State)
- ▶ No. 1 in printmaking
- ▶ No. 2 in elementary education
- ▶ No. 2 in rehabilitation counseling
- ▶ No. 2 in secondary education
- ▶ No. 3 in educational policy studies
- ▶ No. 6 in counseling/personnel services (tied with University of Minnesota)
- ▶ No. 9 in special education
- ▶ No. 10 in vocational/technical education

German Day tests students' skills

Since 1990, UW–Madison's German Day has brought more than 8,500 high school and middle school students and their teachers to campus for a statewide competition that tests their German language skills.

Contests include spelling, skits, poetry reading, vocal music, history, and the production of videos and posters.

This spring, students and teachers from 41 high schools and 13 middle schools – a total of 54

Undergraduates awarded \$275,000



The School of Education presented nearly \$275,000 in scholarships to 150 of its best and brightest students at the 2003 Undergraduate Honors Banquet on May 7 at the Concourse Hotel in Madison. The banquet gave many of the students an opportunity to meet and thank the sponsors of their scholarships. ABOVE: Kristen Polzin, a junior majoring in special education, speaks with Virginia Tenuta, who sponsors a scholarship with her sister, Catherine.



Eli Wieczorek, a senior in Interarts and Technology, thanks his scholarship sponsor, Noel Hefty, an alumna of the Dance Program and outgoing chair of the School's Board of Visitors.

schools – participated in the annual event, which is co-sponsored by the Department of German in the College of Letters and Science and the Department of Curriculum and Instruction in the School of Education.

German Day started with 12 high schools – middle schools were added in 1996 – and participation grew to a peak of 57 schools in 2001, according to the

organizer, Charles J. James, professor of German and curriculum and instruction.

Over the years, 85 different schools have participated in the event, many more than once.

Teachers urged to foster unique talents of all

Educators today need to go beyond accepting diversity to creating school cultures focused on developing the talents of every child, according to Hardin Coleman, UW–Madison professor of counseling psychology.

Coleman spoke at the School of Education's 2003 Partners in Education Banquet on April 10 at the Monona Terrace Community and Convention Center. The School of Education hosts this annual event to honor cooperating teachers who have worked with UW–Madison student teachers.

During the 2002–03 school year, 434 cooperating teachers and other personnel in 112 area schools worked with UW–Madison student teachers and practicum students. At the banquet, the School honored 27 teachers who have worked with eight or more UW students, and presented Distinguished Service Awards to three teachers who have worked with 30 or more UW students.

In his keynote address, Coleman contrasted cultures of achievement and cultures of accomplishment.

He explained that, in cultures of achievement, the whole organization focuses on the acquisition of prescribed sets of skills as a means to achieve specific outcomes. He characterized such cultures as agents of homogenization, based on rewarding only those who demonstrate star ability but not motivating others.

Cultures of accomplishment, on the other hand, aim to develop the unique talents of each child and provide opportunities for those at

Rockwells, Burmeister honor educators



Bob Rashid (2)

Dean Charles Read, left, meets three of the four cooperating teachers selected as recipients of the 2003 Roland and Ruth Rockwell Awards: Sharon Caldwell, Yahara Elementary School, DeForest; Glenn Nielsen, Indian Mound Middle School, McFarland; and Diane Coccari, Black Hawk Middle School, Madison. One Rockwell recipient, Joe Dye of Janesville Parker High School, was unable to attend the Partners in Education Banquet, where the awards were presented.

all skill and talent levels to participate, Coleman said. “When schools are focused on providing each child with a sense of what they can accomplish, when schools promote positive group interactions, they promote a sense of community connections that give people a sense of having a relationship and voice.”

In his remarks, Dean Charles Read defended traditional teacher education against attacks from federal policymakers, who have questioned the value of practice teaching and characterize it as a “bureaucratic hurdle.”

“Research shows that students who get this kind of experience are far more likely to succeed in teaching and stay in teaching,” Read said. “This experience remains at the heart of traditional teacher education, and we are proud of it.” ■



Jennifer Jaworski of the Teaching and Learning Department of the Madison Metropolitan School District, at right with Dean Read, received the first Burmeister Scholar Award. Lou Ella Burmeister, who earned three education degrees from UW–Madison and is a professor emerita at the University of Texas at El Paso, established the award to honor an educator who has demonstrated outstanding teaching and leadership practices.

ALUMNI SPOTLIGHT:

McNeil disturbed by current education landscape

Talking about the current push towards standardization in American education brought Linda McNeil to the brink of tears. As one of the first scholars to scrutinize changes to public education in Texas over the past decade, she doesn't like what she sees.

McNeil, a professor of education at Rice University in Houston, especially doesn't like seeing the Bush Administration – with a Department of Education led by Houston's former superintendent – build its national education policy on the Texas model. In her keynote address at the UW–Madison School of Education's Alumni Weekend program on May 10, she passionately urged the audience to stand up against “the mega-corporate and political forces that are shaping public education right now.”

“It's very disturbing to see that the education landscape is becoming more hostile to children and that we are not only not solving our own inequalities, but also dramatically creating new ones,” said McNeil, in a speech titled “Who Speaks for Children in a Standardized World?”

*We're losing kids, we're losing academic quality,
we're losing a lot of our very best teachers
— Linda McNeil*

“We stand here in an incredible moment in human history, having infinite possibilities for what we share with our kids,” she said. “We have never known more about the many ways an individual child learns and the varied ways all our children learn. So when you think about this historic moment, it should be the most amazing time to be a kid in school. It should definitely be the most exciting time to be a teacher.”

But she condemned those currently directing the nation's education policy for “asking us to dramatically limit what we teach ... to information that can be learned in a way that that learning can be scored by a computer.”

“The proscribing of curriculum and the dictating of forms of assessment that are very depersonalized and dehumanized are now the law of the land,” she said. “We have to get really



Linda McNeil, center, the keynote speaker at the School of Education's 2003 Alumni Weekend, meets with two of her closest UW–Madison colleagues, Emeritus Professor Herb Kliebard and Professor Mary Haywood Metz.

Jay Salvo

smart about what is happening, where it came from, how it's affecting our children, and what we're going to do about it.”

McNeil criticized the accountability piece – the organizational system that makes sure teachers comply with this model of education – as “the demon in this system.” She described how the high-stakes accountability system in Texas has managed to produce rising test scores, while reducing the quality of education and even driving many children out of school.

“The purpose of the accountability system, to be quite blunt about it, is to create the appearance of improvement without having to make a public investment in our schools,” she said. “No one in Texas in the policy arena has ever talked about raising academic standards.”

She criticized this system, which ties principals' contracts to standardized test scores, for turning schools, especially those in poorer areas, into test-preparation centers.

“The longer you are in schools where most of your school day – or even one day of your school week all year – is in test practice, you are not learning to engage your mind,” she explained. “You are not asking questions. You are not being asked to use your imagination. You're not even being allowed to think, much less being invited to think. You are being asked to choose among somebody else's answers.”

McNeil noted, “Many people feel the purpose of this is to justify going to a voucher system. If we identify

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Dean Charles Read gathers with the School of Education alumni honored at the 2003 Alumni Weekend Program. Shown here, from left, are: Ryan Christianson, Larry Gundlach, Linda McNeil, Cris Bruch, Nancy Lesko, Dean Read, John Negley, and Ki-Seok Kim.

Seven distinguished alumni honored

The School of Education recognized seven distinguished alumni at the Alumni Weekend program on May 10 at Lathrop Hall on the UW–Madison campus.

Alumni Achievement Awards

This is the highest honor bestowed by the School, with selection based on significant contributions to one's chosen field and an exemplary record of professional leadership and service. The 2003 recipients are:

Cris Bruch (M.A. '85, M.F.A. '86 in art) has emerged as an important figure in Seattle's vital visual art scene. His sculptures, prints, and drawings are characterized by formal logic, physical beauty and an intensely personal investigation into material phenomena. Bruch has exhibited in galleries, alternative spaces, and museums regionally, nationally, and, most recently, in Germany.

In his art and his teaching at Seattle's respected Cornish College

of Art, Bruch encourages a sense of social responsibility and challenges people to think and to question. He maintains a rigorous intellectual curiosity, ambition for quality, penchant for variety of expression, and active engagement in his community.

Ki-Seok Kim (Ph.D. '85 in educational policy studies), a professor and leading scholar at South Korea's prestigious Seoul National University, has contributed significantly to his field, sociology of education, and other disciplines, such as history, Korean studies, and library science. As chair, Kim has sought to transform the Department of Education into a setting that offers the kinds of academic experiences he had enjoyed at UW–Madison.

His visionary leadership in the sensitive position of vice chancellor for student affairs earned him the appreciation of colleagues and students. His record of distinguished service also includes associate dean of the College of Education, direc-

tor of the Educational Research Institute, dean of the Korean Graduate School of Archival Sciences, and founder of the Korean Education Archives.

Nancy Lesko (M.S. '76, Ph.D. '83 in curriculum and instruction), a professor at Columbia University's Teachers College, has dedicated her scholarship to work for a progressive and equitable society. She is internationally recognized for her research on issues of class, gender, and race that bridges the fields of curriculum, sociology, anthropology, educational policy studies, gender studies, and history.

Act Your Age! A Cultural Construction of Adolescence, Lesko's critical examination of the moral formation of the child and family, received the 2002 American Educational Research Association Division B Outstanding Book Award. She also has written for the leading education journals and served on numerous editorial boards.

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Distinguished Alumni

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Linda McNeil (Ph.D. '77 in curriculum and instruction), a professor in Rice University's Department of Education, has become an influential voice in the current national debate on accountability, standards, and assessment. McNeil has written extensively on teaching and learning in urban schools, on school organization, and on policy and standardization.

Her scholarly pursuits have crossed over into the areas of professional leadership and public service. She co-founded and co-directs Rice's Center for Education, which provides professional development for 1,500 Houston-area teachers each year. McNeil was instrumental in obtaining a \$20 million Annenberg Challenge for Public School Reform Grant for the Child-Centered Schools Initiative of the Greater Houston Area, Inc.

You can nominate an outstanding alum

For information on how to nominate an outstanding UW–Madison School of Education graduate or certificate recipient for an alumni award, go to this Web site: www.education.wisc.edu/alumni/awards.asp.

Or contact Kathy Boebel, the School's alumni coordinator, by email at boebel@education.wisc.edu or by phone at (608) 262-0054.

John Negley (Ph.D. '83 in educational administration) has contributed to public education in Wisconsin, as a teacher and administrator, for more than 30 years. With a passion for expanding educational opportunity and commitment to shared problem-solving, he has earned a reputation as a

master mentor to both new and experienced school administrators.

During his 19 years as superintendent of Whitewater Public Schools, Negley nurtured public support by offering a clear vision and engaging in effective consensus building. As president of the Wisconsin Association of School District Administrators, he promoted cooperation among districts and highlighted the need for standards, assessment, and accountability. He also has taught educational leadership at UW–Madison, UW–Milwaukee, and Cardinal Stritch University, Milwaukee.

Outstanding Recent Graduate Award

This award recognizes outstanding graduates who have received a degree or certificate from the School within the past 10 years. Selection is based on demonstrated achievement and leadership within a chosen field, as well as the potential and promise for continued growth and success. The 2003 recipient is:

R. Ryan Christianson (B.S. '96 in education – natural science) inspires his students' love of learning by making education an active experience that exercises critical-thinking and problem-solving skills. He chairs the science department at Marshfield High School in Marshfield, Wisconsin, where he has taught since 1996.

With a colleague, Christianson developed Digital Time Travelers, which integrates the study of cultural and natural resources. With a large grant from the Wisconsin Advanced Telecommunications Foundation, he created and leads a broad consortium – involving citizens, veterans, historians, scientists

and Native Americans from four communities – that engages students in authentic research and seeks to preserve cultural and natural resources. He takes classroom practices into the community, such as his prairie restoration at school that led to a series of public workshops.

Lois Gadd Nemec Distinguished Elementary Education Alumni Award

The award, which memorializes Lois Gadd Nemec, a professor in elementary education at UW–Madison from 1945 to 1954, is presented to a graduate of the elementary education program who has gained distinction as a classroom teacher, university or college professor, or education administrator. The 2003 recipient is:

Larry Gundlach (B.S. '92 in elementary education), who currently teaches math and science to sixth graders at Badger Ridge Elementary School in Verona, seeks to inspire his students to become life-long learners. He participated in the Modeling in Mathematics and Science Project, a collaboration between Verona schools and UW–Madison that has contributed significantly to how science is taught to younger students nationwide.

Gundlach also organized district-wide elementary mathematics group discussions and served on the district committee responsible for developing and implementing K–12 academic standards. Previously, he taught fifth graders at Verona's Country View Elementary School for eight years and, for the 2000–01 school year, taught Spanish students at the American School in Valencia, Spain. ■

McNeil

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enough failures, we can justify privatizing the public dollars. ... I don't think it's the whole thing, but that is a part of it."

"This is a pretty bleak picture," she told the audience. "We're losing kids, we're losing academic quality, we're losing a lot of our very best teachers, and as I really look over this, I think we're losing a lot more. When we look at the ways children develop, when we look at the extraordinary diversity ... really, the face of Texas is just a preview – maybe 10 to 20 years in advance, depending on what state you're in – of what the rest of this nation is going to look like."

She added, "And this system, by definition, strips children of their cultural identity, it forces teachers to ignore their developmental stages and where they are, and it's all done in the name of equity. It's as if sameness has replaced the equity – everybody's getting the same thing now."

She issued an urgent call for action: "If we stay silent, when the policymakers and the corporate people try to de-skill our teachers and strip our children of all of their identity at school, I believe our children will suffer, and our democracy will suffer."

An archived video of McNeil's full speech is available on the School of Education Web site at: www.education.wisc.edu/news/newspages/McNeil.asp ■



Nancy Sennett

WAA honors Sennett

Nancy J. Sennett (B.S. '73 in communication arts) was one of five recipients of the Wisconsin Alumni Association's 2003 Distinguished Alumni Awards, presented May 9.

Sennett, who currently serves on the School of Education's Board of Visitors, is a leading attorney in the field of securities litigation. As chair of the WAA board in 2000–01, she helped lead the association through a major reorganization.

She joined the Milwaukee law firm Foley and Lardner in 1979 and has been a member of its management committee since 1998. She became the firm's first female managing partner in 2002.

Sennett was a founding board member of After Breast Cancer Diagnosis Inc. and of the Betty Brinn Children's Museum in Milwaukee. She received the 2003 Distinguished Alumni Award from WAA's Milwaukee chapter, and a 1997 Leadership Award from the Girls Scouts of Greater Milwaukee. She also was designated as one of this year's Wisconsin Leaders in Law.

AP Distance-Learning Consortium ready to roll

More than 180 students from 28 high schools across Wisconsin have signed up to take advanced placement (AP) courses this fall through the new Wisconsin Advanced Placement Distance-Learning Consortium. The consortium is a federally funded distance-learning program developed at UW-Madison's Center on Education and Work.

Using BadgerNET videoconferencing studios in participating high schools, state-certified instructors will teach AP courses in biology, calculus, chemistry, computer science, English literature, French, physics, psychology, U.S. government, and U.S. history during regular school hours. Plans to add additional courses and teachers for the 2004-05 school year are underway.

Increasingly, high school students are taking AP courses in order to gain an advantage in college admissions. These courses also allow students to earn college credits prior to graduating from their high schools. Evidence of this trend was seen last fall when 70 percent of UW-Madison's freshman class arrived on campus with AP credits in their academic portfolios.

In a stark contrast, nearly a quarter of the state's public high schools cannot offer a single AP course for their college-bound students. The Wisconsin AP Distance-Learning Consortium, led by the School of Education's Center on Education and Work, is designed to bring these AP courses to students in those districts that do not offer them.

To learn more about this program, go online to www.APConsortium.wisc.edu or call Renee Nies at the Wisconsin AP Distance-Learning Consortium toll-free hotline: 800-446-0399 #4/, ext. 30799.

Curtis Bonk (M.S. '87, Ph.D. '89 in educational psychology) received the CyberStar Award from the Indiana Information Technology Association, as well as awards for the Most Outstanding Achievement by an Individual in Higher Education from the United States Distance Learning Association and for Innovative Teaching in a Distance Education Program from the Indiana Partnership for Statewide Education. Bonk recently was promoted to professor at Indiana University.

Laura Kristi Bosworth (M.S. '75 in counseling and guidance; Ph.D. '88 in Continuing and Vocational Education) was appointed chair of the Educational Leadership Program in the University of Arizona College of Education and this spring was honored with a faculty achievement award. Bosworth, who holds the Smith Endowed Chair in Prevention and Education, recently was promoted to full professor.

Share your good news

Dear School of Education alumni:

We welcome news about your latest activities and accomplishments to share with your classmates and others through the *School of Education News*.

With your announcements, please include your full name (the name you used as a student, if different), address, phone number and e-mail (if we need to contact you), your School of Education degree(s) and year of graduation.

Send your information to:
School of Education News
Box 21 Education Building
1000 Bascom Mall
Madison, WI 53706-1398

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

Also, contact us with your address changes, or call the Registrar's Alumni Records office at 1-800-442-6469.

Page Coleman (M.F.A. '80 in art) celebrated the 10th anniversary of her Coleman Gallery Contemporary Art in Albuquerque, New Mexico with a showing that features abstract art by New Mexico artists. Coleman continues her studio work, currently exploring the landscape and its moods.

David Csont (M.F.A. '95 in art) has been named an associate and shareholder of Urban Design Associates, PC, of Pittsburgh. An illustrator and educator (including an adjunct professorship at UW-Madison), Csont has been recognized for his work by the American Society of Architectural Perspectivists.

Patricia Dasler (B.S. '73 in occupational therapy) has been named Teacher of the Year by the University of Florida College of Health Professions. Dasler has taught in the university's Department of Occupational Therapy since 1985.

Charles Degeneffe (Ph.D. '02 in rehabilitation counseling psychology) has joined the faculty of California State University, Fresno, as an assistant professor of rehabilitation counseling. Also, he recently married Tamara Ho, currently a Ph.D. student in counseling psychology at UW-Madison.

Margit L. Gundlach (B.S. '74 in education) was selected for *Who's Who Among America's Teachers 2002*, after being nominated by a former second-grade student (now a student at UW-Madison) who said Gundlach made a difference in her life. Gundlach currently teaches grades 1-3 at Elm Lawn Elementary School in Middleton, Wisconsin.

Jaimie M. Hollenback (B.S. '99 in elementary education) had her article "Integrating Snakes and Sentences in the Primary Grades" published in the *Electronic Journal of Literacy Through Science*. Hollenback recently received her master's degree in elementary education (with a science and technology emphasis) at San Jose State University.

Timothy Kennedy (B.S. '70 in physical education) has been promoted to

the rank of brigadier general and assigned as the assistant adjutant general for operations with the Minnesota Army National Guard. Kennedy is the vice president for customer services for WennSoft Inc., based in New Berlin, Wisconsin. He has been in the National Guard for 33 years.

Duane Knudson (Ph.D. '88 in biomechanics) recently published *Fundamentals of Biomechanics* with Kluwer Academic/Plenum Publishers. He is an associate professor of biomechanics and associate chair of the Department of Physical Education and Exercise Science at California State University, Chico.

Marc Kornblatt (B.S. '01 in elementary education) was named an outstanding teacher of talented and gifted students by the Wisconsin Center for Academically Talented Youth. Kornblatt, who teaches fifth grade at Lincoln Elementary School in Madison, also had his novel *Izzy's Place* published by Simon and Schuster.

Cynthia Kukla (M.F.A. '83 in art), an associate professor of art at Illinois State University, received two artist's residencies in the past year. She received a fellowship from the Greater Cincinnati Foundation for her residency at the Vermont Studio Center in Johnson, Vermont. She also was among ten artists from North America and Europe selected to participate this summer in a residency through the Hungarian Multicultural Council, with an exhibit to follow in Budapest.

Laurel Lampela (B.S. '75 in art education) and **Ed Check** (Ph.D. '96 in curriculum and instruction) co-edited and contributed chapters to *From our voices: Art educators and artists speak out about lesbian, gay, bisexual and transgendered issues*, (Kendall/Hunt, 2003). In this anthology of first-person narratives, 18 authors from across the United States explore how sexual identity affects their teaching, learning, and art. Lampela is an associate professor of art education at the University of New Mexico. Check is an associate professor in the Art Department at Texas Tech University, Lubbock.

Edward Lonky (Ph.D. '78 in educational psychology) and **Jacqueline Reihman** (Ph.D. '78 in educational psychology) received the Chancellor's Award for Research and Scholarship from the State University of New York's Research Foundation. Their research into the effects of prenatal exposure to various environmental contaminants on the health and behavior of a longitudinal sample of children has received over \$5 million in extramural funding. Lonky and Reihman are professors in the Department of Psychology at the State University of New York at Oswego.

Joseph Marinelli (Ph.D. '76 in educational administration) recently became president of the Association of Educational Service Agencies (AESAs), a national organization consisting of 527 agencies in 33 states. Marinelli has been superintendent of the Wayne-Finger Lakes Board of Cooperative Educational Services in New York since 1994 and previously served as superintendent of schools in Livonia, Michigan.

Peter Merenda (Ph.D. '57 in counseling) was awarded an honorary Doctor of Humane Letters by the University of Rhode Island, where he is an emeritus professor. He co-founded the university's Department of Psychology more than 40 years ago, served two terms as department chair, established graduate programs in psychology, and was the first associate dean of the



Patricia Dasler

Graduate School and the university's coordinator of research.

Nila Petty (M.F.A. '99 in art) has joined Saint Louis University in St. Louis, Missouri, as an assistant professor of studio art. She will help set up and teach in the university's new 3-dimensional design facility, as well as teaching 2-dimensional design, ceramics, and sculpture.

Marc Pieper (B.S. '80 in art) presented a poster at the 2003 International Meeting of the Association for Behavior Analysis in San Francisco. Pieper co-produced the poster – *Self-Modeling in Teaching Skills to Children with Autistic Spectrum Disorder* – with Drs. Robert Vreeland and Genae Hall. It outlines a study using video technology to present skills for acquisition for about 12 children with autistic spectrum disorder.



David Csont

Katherine Rhoades (M.A. '91, Ph.D. '96 in educational policy studies) was named associate dean of the School of Education at UW–Eau Claire, effective July 1, 2003. Rhoades had served as interim associate dean since July 2002. She joined UW–Eau Claire's Department of Foundations of Education as a lecturer in 1998, was promoted to assistant professor in 1999 and associate professor in 2002.

Cindy Zwicky (B.S. '92 in elementary education) has been selected to be a national trainer for the American Federation of Teachers' Educational Research and Dissemination course "Managing Anti-Social Behavior." Zwicky currently teaches this course to educators in the Minneapolis Public Schools, where she works as a mentor and professional development facilitator. ■



Joseph Marinelli

Art students, faculty exhibit in Brazil

More than 40 student artists and 10 art faculty from UW–Madison were invited to exhibit their works this summer in Brazil – at the *Museu de Arte de Brasília* and the gallery of the Casa Thomas Jefferson cultural center, both in Brasília – through a student-organized project called "Centro-Oestes."

The project aims to foster an artistic exchange between the midwestern ("Centro-Oestes") regions of the United States and Brazil, and to expose students and faculty to different

areas of research and forms of production in the artists' communities.

The activities this summer in Brasília include public lectures by UW–Madison Professor Laurie Beth Clark, Assistant Professor Derrick Buisch, and graduate student Cristina Coleman-Rosa, who coordinated "Centro-Oestes." Project plans include an exhibition in Madison in 2004 featuring artists from the Universidade de Brasília and the surrounding community, with a series of lectures by guest artists.

Leonard Abbeduto, professor and chair of the Department of Educational Psychology, has been appointed associate director for behavioral sciences of UW–Madison’s Waisman Center. The Waisman Center’s mission is to advance knowledge about human development, developmental disabilities, and neuro-degenerative diseases through research, training, service, and outreach. It has a staff of 300 and faculty from 25 academic departments.

Dan Bolt, an assistant professor in the Department of Educational Psychology, received the Millman Award from the National Council on Measurement in Education. This award recognizes promising scholars who have made an impact on the field of applied measurement within the first five postdoctoral years. The award was announced at the 2003 meeting of the American Educational Research Association.

Anne M. Donnellan, emerita professor of rehabilitation psychology, has joined the University of San Diego as associate provost for graduate students and professor of education.

Diana Hess, assistant professor of curriculum and instruction, has been named the Law-Related Education Teacher of the Year and recipient of the Bill Eau Claire Memorial Award from the State Bar of Wisconsin. The selection committee praised Hess’ efforts on behalf of democracy education, her involvement in the state Civics Education Task Force, and her work with the State Bar’s Law-Related Education Committee.

Li Li Ji, professor in the Department of Kinesiology, gave the annual Dr. Denham Harman Lecture of Biomedical Gerontology at the University of Nebraska at Omaha in April, speaking on “Free radicals and exercise: from a paradox to a paradigm.” The lecture honors Harman’s contribution as founder of the free radical theory of aging.

Frances Myers, professor of art, chaired a panel at this spring’s Southern Graphics Conference in Boston on

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Horning named CCBC director

Kathleen T. Horning has been named director of the Cooperative Children’s Book Center (CCBC). Horning, who succeeds Virginia “Ginny” Moore Kruse, has been serving as acting director since Kruse’s retirement last year.

Established in 1963, the CCBC is a non-circulating examination, study and research library in the UW–Madison School of Education for adults with an interest in children’s and young adult literature, funded by UW–Madison and the Wisconsin Department of Public Instruction.

Horning has worked as a librarian at the CCBC since 1982. For nine years, she also was a children’s librarian at the Madison Public Library. She has a bachelor’s degree in linguistics and a master’s degree in library and information studies, both from UW–Madison.

She is the author of *From Cover to Cover: Evaluating and Reviewing Children’s Books* (HarperCollins, 1997). With Ginny Moore Kruse, she coauthored *Multicultural Literature for Children and Young Adults, 1980–1990*, and, with Kruse and Megan Schliesman, *Multicultural Literature for Children and Young Adults, 1991–1996*. She

has written numerous articles about children’s and young adult literature, and frequently speaks on these topics.

Horning is president of the United States Board on Books for Young People (USBYP) and currently serves on the Board of Directors of the American Library Association/Association for Library Service to Children (ALA/ALSC). She chaired ALA/ALSC’s first Committee on Social Issues in Relationship to Materials and Services for Children.

She also has served on numerous book award committees and chaired several, including the Americas Award Committee, under the auspices of The Consortium of Latin American Studies Programs (CLASP), University of Wisconsin–Milwaukee; ALA/ALSC’s 1997 Mildred Batchelder Award Committee; and ALA/ALSC’s 1995 John Newbery Committee.

To learn more about the CCBC, go online to: www.education.wisc.edu/ccbc/. The CCBC is located in Room 4290, Helen C. White Hall, 600 North Park Street, Madison, WI 53706. Phone: (608) 263–3720.

School honors faculty, staff

The School of Education honored eight faculty and staff members with Distinguished Achievement Awards at an April 30 reception in Lathrop Hall.

The recipients were:

FACULTY: **Thomas Carpenter**, Department of Curriculum and Instruction, and **Bruce Wampold**, Department of Counseling Psychology.

ACADEMIC STAFF: **Kathleen Boebel**, Office of External Relations; **Joseph Connelly**, Department of Art; and **Brenda Spsychalla**, Office of Information Technology.

CLASSIFIED STAFF: **Karen Fiske**, Office of Education Outreach; **Joyce Kemper**, Department of Curriculum and Instruction, and **Patricia Nehm**, Department of Educational Administration.

CEW's Gugerty honored by regents

John Gugerty, a researcher at the School of Education's Center on Education and Work (CEW), was one of two research specialists from the University of Wisconsin System to win the 2003 Regents Academic Staff Award for Excellence.

The awards were presented April 11 at the UW System Board of Regents meeting in Madison. Academic staff members from each UW institution were nominated for the award, and a regent committee chaired by JoAnne Brandes chose the recipients.

Gugerty, who has worked at CEW for more than two decades, serves as co-director for several federally funded projects, which have brought more than \$4 million to the UW System. He developed and co-directs the



John Gugerty

Wisconsin Advanced Placement Distance Learning Consortium, an initiative to expand the state's advanced placement curricula. He has collaborated with UW-Madison's McBurney Disability Resource Center on a project using a \$1 million grant to make UW System Web sites accessible for learners with disabilities.

"His contribution is, in fact, the very essence of the Wisconsin Idea," one nominator wrote.

Gugerty earned his master's degree in rehabilitation facilities administration from UW-Madison. He volunteers as co-editor of the *Journal for Vocational Special Needs Education*, the official publication of the National Association of Vocational Education Special Needs Personnel.

Faculty news

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"The Aftermath: Visual Legacies of Revolution." Panelists included Cuban photographer Eduardo Munoz Ordoqui, Romanian artist/videographer Bogdan Achimescu, *Progressive Magazine* art editor Patrick Flynn, and Judith Solodkin, president of Solo Impressions, New York City.

Myers also participated in the conference print portfolio, "Multiple Perspectives: Critical Dialogue in North America," which was exhibited at Wellesley College and at the Massachusetts College of Art, Boston. Her prints also were included in the juried exhibition "Boston Printmakers 2003 North American Print Biennial" at Boston University during February and April.

David Williamson Shaffer, assistant professor in the Department of Educational Psychology, has been selected as a 2003-04 Spencer Postdoctoral Fellow by the National Academy of Education. Shaffer was selected from among more than 200 early-career scholars who have

demonstrated the potential to make significant contributions with their research. The award, which comes with a \$50,000 stipend, is the oldest continuing postdoctoral fellowship in education research.

Francis Schrag, professor in the departments of Educational Policy Studies and Philosophy, has been elected president of the Philosophy of Education Society of the United States.

Amy Stambach, assistant professor of educational policy studies and anthropology, co-organized and chaired a panel on "Democracy, Citizenship, and the Politics of Education" at the April 2003 American Ethnologist meeting in Providence, Rhode Island, where she presented a paper on religion and education. The project is funded by the Spencer Foundation.

Injury Assessment: A "Special Tests" Learning Module – a CD-based reference library of physical examination skills used to assess athletic injuries – won the 2003 National Athletic Trainers Association Multimedia Production Contest in the educational media/non-commercial category. The

team that produced the CD consists of **Andrew Winterstein**, director of the Athletic Training Education Program (ATEP) in the Department of Kinesiology; **John Graham** of the Instructional Media Development Center; and **Nate Weiler**, a graduate student at UW Health Sports Medicine.

Obituary

Patricia Moran, student services coordinator in Education Academic Services, died April 8 of a sudden illness. She served as counselor to hundreds of students each year, played a leading role in planning the School's annual Partners in Education Banquet, worked closely with area educators through the School's Student Teaching Advisory Council, and was active in governance at the School and campus levels.

Moran received a B.A. in English in 1964, and an M.A. in English and education in 1965, all from UW-Madison. Before joining the EAS staff, she taught English for 20 years in the Verona, Lancaster, Mount Horeb, and Black Earth school districts. ■

Four School of Education faculty members retire

Louis Brown, professor in the Department of Rehabilitation Psychology and Special Education, has, over the course of his career, affected the lives of most Americans with severe disabilities, as well as disabled individuals in many other countries. Brown, who joined the UW–Madison faculty in 1969, retired January 9, 2003.

Brown has been an influential voice for creating and developing education and rehabilitation services for persons with severe disabilities. A prolific scholar, he has written more than 180 books, monographs, journal articles, chapters, papers and technical reports; he has served as an expert witness or consultant in 19 legal cases; and he has provided lectures, consultations and technical assistance to more than 80 other universities and colleges, 38 state education departments and other human service agencies, 68 advocacy and professional organizations, 70 service providers, and more than 100 school districts and educational cooperatives.

As a teacher, Brown has touched the lives of thousands of undergraduate and graduate students. He coordinated a training program that produced more than 300 special education teachers and mentored many graduate students who went on to make significant contributions of their own. He received his Ph.D. in special education from Florida State University after earning a B.A. and M.A. in social studies and clinical psychology from East Carolina University.

George Cramer, professor in the Department of Art, has led efforts at UW–Madison since the late

1980s to incorporate computer technology as an important tool in the creation of art. Cramer, who joined the UW–Madison faculty in 1981, retired August 9, 2003.

He played a key role in securing grants from Microsoft Corporation and others to develop the Department of Art's computer lab, equipped with workstations for virtual reality, 3-D animations, and 3-D modeling visualizations.

His works, which have been featured in more than 120 international, national and regional exhibits, include sculpture, painting, prints, drawing, books and computer-assisted art.

Cramer earned his M.F.A. at UW–Madison in 1970, after receiving a B.S. in design at the University of Michigan, Ann Arbor in 1968. He also taught at UW–Whitewater.

Jacob Stampen, professor in the Department of Educational Administration, has built a national reputation as one of the leading analysts of federal higher education policy, especially in the area of student aid. His work had a major role in shaping federal student aid legislation during the late 1970s.

Stampen, who retired August 24, 2003, received his Ph.D. in educational administration in 1969, M.A. in American history in 1965, and B.A. in international relations in 1961, all from UW–Madison. He began his professional career in 1969 as director of special projects and a research associate for the University of Wisconsin Central Administration. He left in 1974 to become a senior researcher for the American Association of State Colleges and Universities, and

returned to UW–Madison in 1981 as an assistant professor of educational administration.

He has mentored numerous doctoral candidates and, in his 22 years on the faculty, has graduated more than 50 Ph.D. students, including 15 professors and 22 K–16 administrators.

Stampen, as associate dean for strategic planning, led the development of a strategic plan for the School of Education and assisted the UW–Madison Chancellor's Office in developing its strategic plan. His national service includes long-time membership on the advisory panel for the National Postsecondary Student Aid Study and Baccalaureate and Beyond Study.

Patricia Wolleat, professor in the Department of Counseling Psychology, has contributed significantly to applied psychology and education through her scholarship, teaching, and service, with much of her work aimed at improving the training of counselors and counseling psychologists and furthering opportunities for women.

Wolleat, who retired July 11, 2003, joined the UW–Madison faculty in 1971, after receiving her Ph.D. from the University of Minnesota. She earned a law degree from UW–Madison in 1987, and has gained recognition as an expert in ethics and law related to counselors and psychologists.

She has studied and written about issues related to girls and women and areas of career development, psychological and educational interventions, and psychological aspects of learning and teaching mathematics. She co-founded the

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School of Education Resources

CCBC posts bibliographies

The Cooperative Children's Book Center is marking its 40th anniversary this year by producing a 12-month series of bibliographies, each listing 40 books.

The listings, compiled mostly by Merri V. Lindgren of the CCBC, include books about family, sports, survival, labor, the arts, writers, writing and book arts, as well as books without words.

The lists are available online at www.education.wisc.edu/ccbc/bibs/40books/index.htm.

Career Development Through Children's Literature: Career education usually begins in the upper elementary, middle and high school curriculum. Yet critical components of career education – self-knowledge, and awareness of the larger community and world in which one lives – are emphasized in many ways to younger children.

Megan Schliesman of the CCBC has compiled a bibliography to connect components of the pre-kindergarten and elementary education curriculum to the concept of

career education through children's literature. The listing was developed for the Center for Education and Work, in the UW–Madison School of Education, for the publication *Making the Connections: Linking Children's Literature to Support Career Development*.

This bibliography is available online at www.education.wisc.edu/ccbc/bibs/careers.htm.

Schliesman and Lindgren also provide monthly reading recommendations to the public through columns in the Daybreak Section (usually the first Tuesday of the month) of the *Wisconsin State Journal* and on WISC-TV's *News 3 This Morning* program. The CCBC's monthly book picks are posted on Channel 3's Web site – www.channel3000.com/ – usually with a link at the bottom of the main page under Education.

The CCBC is a non-circulating examination, study and research library in the UW–Madison School of Education for adults with an interest in children's and young adult literature.

CEW plans 2004 Careers Conference

The annual Careers Conference, sponsored by the Center on Education and Work (CEW) in the UW–Madison School of Education, brings together a wide range of professionals to focus on issues and latest practices related to career development and education for work.

Conference participants include teachers, administrators, counselors, curriculum specialists, state education leaders, college and university educators, technical educators and trainers, business and industry leaders, and school board members.

The 2004 gathering – with the theme of "A Lifetime of Possibilities" – is scheduled February 2–4 in Madison. Denise Bissonnette, one of the country's most sought-after trainers/speakers on career development, employment and training, and workplace diversity, will give the keynote address. More than 150 sessions are being planned.

For more details, including registration information, follow the conference link from the CEW's homepage, www.cew.wisc.edu/.

The CEW works to enable educators to engage youth and adults in learning and career development experiences that lead to meaningful and productive careers.

Resources for parents: CEW also offers career resources that parents – including those who school their children at home – can use to help their children follow their dreams. The resources featured on a special Web site – www.cew.wisc.edu/homeschool/ – can help children gain career awareness.

For more information on other CEW resources and publications, click on the link in the left column of the CEW homepage.

WCER puts working papers on research online

The Wisconsin Center for Education Research (WCER) has launched an online working paper series to achieve broader, more rapid dissemination of research by WCER-affiliated projects.

The WCER Working Paper Series includes a variety of publications, from manuscripts-in-progress ultimately destined for publication in professional journals to technical documents such as instruments, surveys, questionnaires, and handbooks. All working papers are available in PDF format.

The working paper site also links to the independent publication sites maintained by some WCER projects, thus offering quick access to the full range of WCER publications.

For more about this series, go online to: www.wcer.wisc.edu/publications/workingpaper/

For more education research news, go to WCER's main Web site – www.wcer.wisc.edu/ – which has links to projects covering a wide variety of areas, including assessment and intervention in special education; child care, family and community; educational policy and accountability studies; educational technology; English and writing instruction; higher education; mathematics and science education; outreach; and teaching, learning and professional development.

Upcoming Workshops, Programs for Educators

Information on these and other Education Outreach programs is available online at www.education.wisc.edu/outreach/, or by contacting the Office of Education Outreach, 1050 University Avenue, Madison, WI 53706-1386. Phone: (608) 262-7419. E-mail: outreachinfo@education.wisc.edu

Workshops on Contemporary Cognitive Assessment, Howard Johnson Plaza Hotel, Madison: An introduction to two reconfigured intellectual assessment batteries, including administration, scoring and interpretation. Instructor: Jeff Braden, School Psychology Program, North Carolina State University.

▶ **Wechsler Intelligence Scale for Children – 4th edition**, October 13.

▶ **The Stanford-Binet Intelligence Scales – 5th edition**, October 14.

Workshops on Reading and Literacy, Best Western InnTowner, Madison: National reading experts discuss best practices and new findings:

▶ **Balanced Reading Instruction: Evidence-Based and Effective**, October 20: A review of elementary reading instructional practices supported by scientific research, the nature of effective primary classrooms, and coping with the challenges of middle school reading instruction. Instructor: Michael Pressley, Departments of Teacher Education and Counseling, Educational Psychology, and Special Education, Michigan State University.

▶ **Reaching Reluctant Readers: Teaching Strategies to Motivate and Assist Adolescent Readers**, December 5: Instructor: Jeff Wilhelm, Department of English Education, Boise State University.

▶ **What Video Games Can Teach Us About Learning and Literacy**, February 12: Instructors: James Paul Gee and Kurt Squire, Department of Curriculum & Instruction, UW–Madison.

Third Annual Workshop on Exploring Wisconsin's Treasures — Native People of Wisconsin: Developing Essential Understandings, October 22, Pyle Center, UW–Madison: Finding and evaluating materials to teach about the Indian Nations of Wisconsin in accordance with Act 31. Patty Loew, author of *Native People of Wisconsin*, discusses the history and contemporary issues of Wisconsin's 12 Native Nations. Bobbie Malone of the Wisconsin Historical Society and Kori Oberle of the Wisconsin Educational Communications Board explain how to use the teacher's guide to *Native People of Wisconsin*.

Workshops on Literacy Practices for the Differentiated Classroom, Best Western InnTowner, Madison: Exemplary approaches to teaching reading, writing and other literacy skills for different learners within the classroom:

▶ **Traits of a Reader: Integrating Comprehension Strategies into Differentiated Classroom Instruction**, November 7. Instructor: Doug Buehl, Reading Specialist, Madison East High School.

▶ **Differentiated Literacy Techniques at the Elementary Level**, January 30. Features an elementary language arts program with strategies for effective writing, teaching struggling readers, scheduling literacy blocks, and pacing learning. Instructor: Jennifer Jaworski, Literacy Resource Teacher, Madison Metropolitan School District.

▶ **Middle Level Literacy Survival Skills: Differentiation to the Rescue**, March 2. Instructor: Kathy Jochman, Learning Resource Teacher, Savanna Oaks Middle School, Verona.

Workshops on Classroom Management: Facilitating Students' Engagement in Learning, Pyle Center, UW–Madison:

▶ **Creating an Effective Learning Environment: Climate, Cooperation, and Community**, November 21: Instructors: Julie McGivern and Andy Roach, Department of Educational Psychology, UW–Madison.

▶ **"What do I do when...?" Strategies for Managing Student Behavior**, February 20: Instructors: Julie McGivern and Andy Roach, Department of Educational Psychology, UW–Madison.

▶ **Student-Centered Programs to Address Serious Problem Behavior**, April 2: Instructor: Tim Knoster, Exceptionalities Program, Bloomsburg University, and executive director, Association for Positive Behavior Support.

Conference on Truancy: Principles and Practices of Effective Interventions, December 1–2, Pyle Center, UW–Madison: To assist K–12 administrators, teachers, counselors, pupil services personnel, and school board members in understanding the roots of truancy and principles of effective truancy reduction programs. Conference director: Hardin Coleman, Department of Counseling Psychology, UW–Madison.

Conference – Dialogues with Democracy: Civic Engagement in Wisconsin's Classrooms, December 10, Pyle Center, UW–Madison: Leaders in democracy education and government help foster dialogues about democracy and effective teaching that helps students acquire skills to become democratic citizens. Keynote speech by Wisconsin Chief Justice Shirley Abrahamson. Sponsored by the Wisconsin Educational Communications Board, the Wisconsin Historical Society, State Bar of Wisconsin, Wisconsin Supreme Court, and UW–Madison School of Education.

Conference on Integrating Art Forms Into the Curriculum – An Interdisciplinary Approach to Learning Through Quilts and Quilt-Making, March 6–7, Pyle Center, UW–Madison.

Second Annual Conference on Differentiation and Inclusive School Reform – Creating Responsive Learning Communities: Structuring Schools and Classrooms for the Success of All Learners, March 29–30, Pyle Center, UW–Madison.

Hip-hop

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The director and performers had just four weeks to plan all aspects of the show, from choreography and music – they selected hip-hop – to costumes and publicity.

Heusinger recalled the intense experience: “I felt like every minute was spent ordering costumes, making flyers, making programs, printing, choreographing, ordering lunches, organizing stage help, taking pictures, videotaping, preparing posters and press releases and editing video. I had to sleep with my project list of ‘things to be done by...’ by my bed to write down everything that I wanted and when I had to do it by.”

Rehearsals and other preparations went right up to show time on March 29. The performance itself received more media attention than most student projects, including a short news segment on WISC-TV, Madison’s CBS affiliate, an article in the weekly *Madison Times*, and a Web-published report by two UW–Madison journalism students.

“Overall the response was great,” Heusinger said. “I was so glad at how well that all went. Putting together a whole show in four weeks looked kind of daunting to the girls at first, and they were so proud of what they pulled off.”

She noted: “I really feel that I gave a great group of girls a wonderful experience in dance, leadership, fun, fitness, and all revolving around a higher-education setting. If this is something they can look back at in the future and be proud of what they accomplished, as I know I will, then I will have succeeded.”

She added, “The girls were able to be in an environment where they could feel okay about themselves no matter what their experience. This is very important for young girls facing esteem problems as well as facing the choices of where, with whom, and how to spend their free time.”

Since the show, Heusinger reported, “The girls have used their costumes for talent shows and I continue to be in contact with them by e-mail in hopes of working with them again. I even had a local studio contacting me about doing something similar for them.”

In the meantime, she continues to focus on getting her teacher certification, with plans to finish her student teaching this fall. Then, she said, “I plan to look into grad schools where I hope to be able to foster dance education and outreach using both my university and community ties and experiences.”



For her senior honors project, Karen Heusinger worked with a group of young performers to produce a dance showcase in just four weeks.



Karen Heusinger has been teaching in dance programs in Wisconsin and Michigan since age 16, most recently with A Step Above Studio, Storybook Ballet, and in Headstart programs for Madison Ballet Company’s Outreach Program “Movement In Your World.”

At UW–Madison, she has performed with Li Chiao-Ping, Jin-Wen Yu, and several visiting artists.

She added: “I do not think that there is enough dance in the communities and schools and I hope to inspire that, not only in the communities, but by helping to foster and inspire the educators of tomorrow.” ■

Retire

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Committee on Women of the Division of Counseling Psychology of the American Psychological Association.

She has served as department chair on four occasions and initiated the department’s efforts to obtain accreditation by the American Psychological Association. Her efforts to recruit and mentor women and minority faculty members led the department to

Women’s Caucus of the Wisconsin Personnel and Guidance Association and served on the

develop a strategic plan for training and research in multicultural counseling and helped to earn the Chancellor’s Excellence in Departmental Teaching Award.

She has served as the major professor of more than 50 dissertations and as a member of more than 100 other doctoral committees. She has chaired the University Committee, the Faculty Rights and Responsibilities Committee, and Future Directions Committee, as well as served on two School of Education dean search committees, and numerous other committees at the School and campus level. ■

Dancer steps into community with senior hip-hop project

UW–Madison dance student Karen Heusinger wanted a memorable finale to her college career.

“Loving dance, children, and teaching for as long as I can remember,” Heusinger decided to combine her passions in a senior honors project that involved working with disadvantaged and minority youth. Her efforts culminated this spring, as she and 17 seventh and eighth graders created and presented their original showcase, *Hip-Hop Girlz*, in the Margaret H'Doubler Performance Space in Lathrop Hall.

For Heusinger, who graduated in May with a B.F.A. in dance and B.S. in dance education, the dedication and accomplishment of the young dancers made this experience more satisfying than she had imagined.

The project began to take shape when Heusinger contacted the Office of Education Outreach (OEO) to learn about rules for bringing children to campus. The OEO's Saturday Enrichment Program recruited her to direct a dance class for members of Girl Neighborhood Power – an empowerment program that focuses on community service, health issues, leadership, diversity, career exploration, fitness, and fun.



Members of Girl Neighborhood Power from Madison's Atwood Community Center present their original showcase, *Hip-Hop Girlz*, on stage in Lathrop Hall at UW–Madison.

For her project, she enlisted Girl Neighborhood Power members from the Atwood Community Center on Madison's East Side. “I met with them before the classes began to explain the project and to begin to get direction from the girls,” she said. “I wanted them to be as involved in the project as possible.”

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