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# The siren song of teaching

*Adult students come back to school to earn certification*



Photos by Bob Rashid

**Mariana Castro DeGraff is spending this semester as a student teacher of science at Madison's West High School. Her philosophy on education: "It's important to get kids to construct their own knowledge. If you want them to really learn, they need to do so from direct experience."**

It's happening all across the country: Adults are flocking to college campuses to earn teacher certification.

UW–Madison is no exception. Although the large majority of the School of Education's teacher-preparation students are under the age of 25, its programs are attracting more and more older adults who want to teach.

What is it about the classroom that so attracts individuals in their late 20s, 30s, and 40s? Why are they willing to give up their careers, to sacrifice time with their families, to live the life of a college student—all in the name of becoming a teacher?

To help answer these questions, the *School of Education News* sat down with three adult students currently enrolled in the teacher-education program. The three come from widely different backgrounds, but all have a common passion for education and a shared desire to work with young people. Here are their stories.

*Continued on next page*

## Balancing act

Mariana Castro DeGraff leads quite a hectic life. This semester, she's a full-time student teacher at Madison's West High School. She also works part time for the Madison school district, and she's taking two evening classes that meet once a week. And if that's not enough, she's a single mother to three-year-old Ana.

How does Castro DeGraff manage it all? "Sometimes I get tired and think I can't finish," she admits. "But then I look back on all I have accomplished, and I say, 'This isn't so bad.' I think age gives you perseverance."

In her 31 years, Castro DeGraff has learned plenty about perseverance, self-reliance, and determination. At the age of 20, she immigrated from Mexico to marry her high-school sweetheart, a young man she had met a few years before when she was an exchange student. She entered UW-Madison, earned a bachelor's degree in chemistry, and began working for the Madison school district—first as an assistant to children with disabilities, then as a resource person for Spanish-speaking students and their families.

"I realized I loved being in schools and working with kids," she recalls. "I fell in love with teaching, with seeing kids learn."

She decided to return to the University to earn her teacher certification shortly after the birth of Ana and the subsequent breakup of her marriage. It wasn't easy, she says: "But there's an old saying that the things that don't kill you make you stronger. I'm definitely a stronger person because of all that has happened to me, and I believe my experiences enrich my teaching."

Castro DeGraff will be certified to teach chemistry, natural science, and English as a second language/bilingual education. She plans to complete all the requirements by spring of 2002. In the meantime, she is enjoying the chance to hone her skills during her final semester of student teaching.

She believes that her background in working with students with disabilities and limited English proficiency has helped her design more inclusive environments for all pupils. "I think it helps me see kids who might be invisible to others," she says. "Any time you can integrate different instructional strategies into your classroom, you meet the needs of more kids.

"Sometimes we get so involved in teaching and in our own expectations that we forget about the needs of the kids, and we forget to celebrate what they bring to the classroom," she concludes. "You have to incorporate *their* values, rather than always making them adapt to you. The beauty of teaching is that you are a facilitator. And if you're lucky enough, you get to be a student, too."

## Author and teacher

To refer to Marc Kornblatt as a "non-traditional student" seems like an understatement. Since graduating from college 25 years ago, he has worked as an actor, playwright, journalist, professional storyteller, and children's author. But now, finally, this 46-year-old father of two believes he has found his life's work—as a teacher.

"I like the environment of the school," he says. "It seems so real, so alive. Besides, there are so many people out there acting and writing, and you wonder if you will ever have an impact. But when you're in a school, you affect kids every day. I thought I could make a more profound contribution as a teacher than in any other way."

Kornblatt entered the School of Education in 1999. Initially his goal was to earn his teacher certification and then establish a Jewish parochial school, but he quickly realized that Madison didn't have a "critical mass" of students for such an endeavor. Nonetheless, he says, "I still knew I wanted to teach."

He was accepted into the School of Education's Professional Development School program, an intensive teacher-preparation experience that allowed him to spend the past three semesters working at Lincoln Elementary, on Madison's south side. In May, he will complete his degree in elementary education.

At the same time, he has continued to write, and his first novel for children, *Understanding Buddy*, was

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**Marc Kornblatt refers to his new children's book, *Understanding Buddy*, as a "realistic novel," adding, "I don't believe in greeting-card-type writing." He applies the same principle to his teaching: "I don't want to talk down to children. I believe in pushing every kid higher."**

published this spring by Margaret K. McElderry Books, an imprint of Simon & Schuster. Aimed at ages eight through 12, *Understanding Buddy* is told from the viewpoint of Sam, a fifth-grader whose family's housekeeper has been killed in a car accident. When the dead woman's son, Buddy, shows up as the new kid in Sam's class, Sam tries to befriend him, but finds it challenging: Buddy is quiet and reserved, and all of the other children think he is strange.

The novel touches on issues of religion (Sam is Jewish, while Buddy is a Jehovah's Witness), social class, life, death, and the afterlife. A review in *Booklist* refers to it as an "eloquent first novel" that is "beautifully told, with fast, often funny, dialogue that's also edgy with anger and grief."

Given the novel's success, it might be tempting to abandon the classroom and to work instead as a full-time writer, but Kornblatt isn't thinking in those terms.

"I'll be writing for the rest of my life, and I think being in the schools will make me a better writer," he says. "But I can't imagine not getting into the class-

room next year, no matter what the reviews say. I know that teaching was a great choice for me."

## Long road to the classroom

When she receives her end-of-semester grades, Theresa Sanders posts them on the refrigerator—next to the report cards of her 12- and 13-year-old daughters. Sanders, who also has a five-year-old son, thinks the practice inspires her children and herself to do their very best academically.

This is just one of the ways in which she believes her experience in the School of Education has differed from that of more traditionally aged students. "Being a mother makes me approach teaching differently," she says. "And having to juggle work, school, and bills gives you perspective. I definitely take my studies more seriously than if I were younger."

Sanders, 37, is working toward a bachelor's degree in elementary education and a certification to teach preschool through third grade. She's currently student teaching at a Head Start facility in Madison, and will be a student teacher next semester in a first-grade classroom. She plans to graduate in

the spring of 2002, after her course work is complete.

The road toward teacher certification has been a long one, Sanders says. Neither of her parents finished high school; and, she explains, "they never dreamed of one of their children going to college." But when Sanders began volunteering in her daughter's pre-kindergarten class nearly a decade ago, their teacher observed that she worked well with children, and encouraged her to think about becoming a teacher.

With the support of her husband and family, she began her studies at Madison Area Technical College, while still holding down a part-time job in the housekeeping department of a local hospital. Combining work, school, and family was difficult, she says: "It has always taken me a year and a half to do what other people have been able to do in a semester." Ultimately she enrolled in the School of Education as a full-time student, though she has continued to work about 15 hours a week.

*Continued on page 11*

# Thank you, Jack

*After 35 years of teaching, research, and administration, Kean eases into retirement*

It was March 28, 2000—the evening of the School of Education’s annual “Partners in Education” banquet. More than 150 teachers, administrators, and other school personnel were gathered at the Monona Terrace Community and Convention Center to be honored for their work as mentors and supporters of the University’s student teachers.

And Jeff Hamm, assistant dean for academic services in the School of Education, had just dropped a bombshell.

Hamm had announced that John “Jack” Kean—longtime professor of curriculum and instruction, expert on children’s literature and censorship, and associate dean for teacher education—was on the verge of retiring.

A collective groan went through the crowd. Then the assembled group rose to its feet to give Kean a rousing, heartfelt ovation.

Such is the measure of respect and affection that Kean has earned during his long tenure at UW–Madison. “Jack is a wonderful colleague, and he always has a free moment for everybody,” says School of Education Dean Charles Read. “He’s genial and engaging, and he’s very generous with his ideas and his time.

“What’s also striking about him is the credibility he has all around the state—with teachers, legislators, folks at the Department of Public Instruction, faculty at other institutions for teacher education. Whenever he and I attend meetings that involve our fellow deans from around Wisconsin, and questions arise, everyone looks to Jack. They know he’s the real expert.”

To the School of Education’s good fortune, Kean didn’t fully retire last summer. While he stepped down from the faculty and received the title “professor emeritus,” he remains in the dean’s office on a part-time basis, assisting with issues related to teacher education.

His wisdom and knowledge have been particularly valuable as the School prepares for the implementation of “PI 34,” a sweeping overhaul of the way the state of Wisconsin licenses its teachers. Under the new requirements—which will apply to teacher-education students beginning in 2004—the decision to grant a



Photo by Bob Rashid

**In the Cooperative Children’s Book Center—one of his favorite spots on campus—Jack Kean is surrounded by volumes written for the young. “I believe we live by stories, we function and think through stories,” he says. “That’s why I love literature.”**

teacher’s license will be based not on the number and type of courses taken, but on how well the future teacher has met a set of “teaching standards.”

In the School of Education, faculty seized on the licensing changes as an opportunity to improve their own programs in teacher education. Rather than adopting the Department of Public Instruction’s teaching standards, the faculty received permission to write their own standards for students being certified to teach. It was a massive project, and Kean was instrumental in moving it forward.

“Jack has so clearly been the leader in helping our faculty understand what the DPI’s new requirements mean,” says Read. “He understands issues that others haven’t thought about. He combines the skills of a politician, diplomat, and educator—especially an educator. Fundamentally he really knows what it takes to prepare a teacher.”

Kean's interest in good teaching, and his passion for quality teacher education, date back to the early 1960s, when he himself taught junior-high English and math in Elyria, Ohio, not far from Cleveland. "My practice needed a lot of work," he recalls with characteristic self-deprecation, so he enrolled in a master's degree program at Kent State to improve his teaching.

He had never planned on an academic career, but he excelled at graduate study; so he remained at the university instead of returning to the classroom. And upon completing his doctorate in English education in 1965, he received a slew of job offers. UW-Madison won out because he "liked the faculty here."

From early in his career, Kean's research was focused in three areas: the development of children's language, the teaching and learning of language arts, and attempts to censor children's books in libraries and schools. The last of these three has been particularly near and dear to his heart, and over time he has been a tireless champion for intellectual freedom.

He has also had a longstanding love affair with children's and young people's literature, and for many years he taught a School of Education course on children's books that was required of every student seeking certification in elementary education.

It was a superb class, says his colleague and former student, C&I Professor Mary Louise Gomez. Kean has "tremendous knowledge" of children's books and their authors, she notes, adding: "He generated wonderful discussion, and made the class very personal. It never felt like a 'required' class, which you took only because you had to."

Kean brought the same care and attention to his advising work with graduate students. Over the course of his career, he served as advisor to more than 100 master's degree students and more than 40 doctoral students. He had a reputation for being thoughtful, encouraging and, above all else, supportive.

On the topic of graduate advising, Kean says simply: "You always have to remember that you are working with people whose entire sense of identity and self-worth is on the line. The degree is a significant milestone, and any decision we faculty make has consequences for them. So we should try to offer as much support as we can."

Respected though he is for his teaching and research, Kean may have made his greatest contribution in the area of administration. During his years on the faculty he directed any number of programs, including the Wisconsin Native American Teacher Corps Project, which was designed to provide classroom educators for Indian reservations, and the Wis-

## *Kean's successor*

When Jack Kean stepped down from his important post as associate dean for teacher education, he left big shoes to fill. Fortunately, his successor has had no trouble fitting into the role.

Ken Zeichner, a 25-year veteran of the curriculum and instruction faculty, is highly respected throughout Wisconsin and beyond. He holds the Hoefs-Bascom chair in his department and is internationally known for his work on "reflective teaching," which encourages educators to examine their own practice and think deeply about what they do.

In 1992, Zeichner received the Teacher Educator of the Year Award from the Wisconsin Department of Public Instruction and the Wisconsin Association of School Boards. He has long been involved in linking the School of Education with area K-12 schools and currently directs the Professional Development Schools program, an innovative project that allows education students to work intensively with classroom teachers.

consin Writing Project, which brought teachers onto the campus during the summer to improve their teaching of writing.

He also served as interim director of various units in the School of Education, including the undergraduate advising office and the Instructional Media Development Center. And then, of course, there were his four critical years as associate dean for teacher education.

Now that he is semi-retired, Kean is devoting more hours to his family and his favorite pastime of golf. But he still comes in nearly every day to the Education Building, where he works closely with the new associate dean, C&I Professor Ken Zeichner, on issues related to teacher education. "I really like this work," he claims, and he seems in no hurry to quit any time soon.

More than a year ago, when Assistant Dean Jeff Hamm announced Kean's impending retirement to a roomful of cooperating teachers, he said that "Jack has blessed us with many gifts: wisdom; fundamental good sense; a lively sense of humor; and, most important, a profound respect for teachers and teaching." These are sentiments that would be echoed by nearly everyone who has known and worked with Kean over the course of the past three and a half decades.

Or as Gomez, his former C&I colleague, says: "Jack is wonderful and irreverent and very funny. We miss him terribly."



Photo by Bob Rashid

**Memorial High has become the fifth Madison school to enter into the Professional Development Schools partnership. The new arrangement means that Memorial's teachers will play a greater role in preparing the next generation of educators.**

## Memorial High to become "Professional Development School"

The School of Education is entering into a new partnership with Memorial High School on Madison's far west side.

Beginning in the fall, Memorial will become a "Professional Development School" affiliated with the School of Education. Memorial is the first high school and fifth Madison-area school to enter the PDS partnership. The others are Lincoln, Midvale, and Thoreau elementary schools, and Cherokee Heights Middle School.

Professional Development Schools have been likened to teaching hospitals; they are places where education students receive sustained mentoring from experienced classroom teachers. Secondary-education students chosen to work at Memorial will complete at least half of their four field experiences—two practica semesters and two student-teaching semesters—at the school, rather than being

placed in different schools. As a result, they will have a chance to develop extensive knowledge of the staff and students.

At the same time, Memorial's teachers will be invited to play a greater role in preparing the next generation of educators. For example, some seminars for School of Education students will be held at the high school, instead of the UW-Madison campus. This arrangement will allow members of Memorial's teaching staff to participate in the classes and share their insights and knowledge.

Under the terms of the partnership, UW-Madison students will provide tutoring at the school. There will also be enhanced professional development opportunities for Memorial's teachers.

Professors Peter Hewson and Alan Lockwood of the curriculum and instruction department will work closely with the staff at Memorial to develop the new partnership between the University and the high school. C&I Professor Ken Zeichner, who is associate dean for teacher education, oversees the entire five-school PDS program.

Memorial's new relationship with the School of Education is part of a larger and more comprehensive effort to improve the school's programs and climate and to lessen the gap between high-achieving students and those who are struggling academically. The reform effort is funded by a grant from the U.S. Department of Education.

## Guide to children's books made available

If you're interested in literature for the under-18 set, you'll want a copy of *CCBC Choices 2001*, published by the School of Education's Cooperative Children's Book Center.

*CCBC Choices* is an annotated bibliography of the best children's books published in the previous year. Compiled by the CCBC's librarians—Kathleen Horning, Ginny Moore Kruse, and Megan Schliesman—the annual guide contains information on 228 works for young people. Included are picture books, board books for

toddlers, volumes of poetry, biographies, and novels for teenagers, to name just a few.

School of Education alumni may request a free copy of *CCBC Choices 2001* by contacting the School of Education External Relations Office at Box 21 Education Building, 1000 Bascom Mall, Madison, WI 53706-1398; (608) 265-7875; soenews@education.wisc.edu.

## Banks selected for Zolotow award

Kate Banks, author of *The Night Worker*, is the fourth annual winner of the Charlotte Zolotow Award for outstanding writing in a picture book, given by the School of Education's Cooperative Children's Book Center.

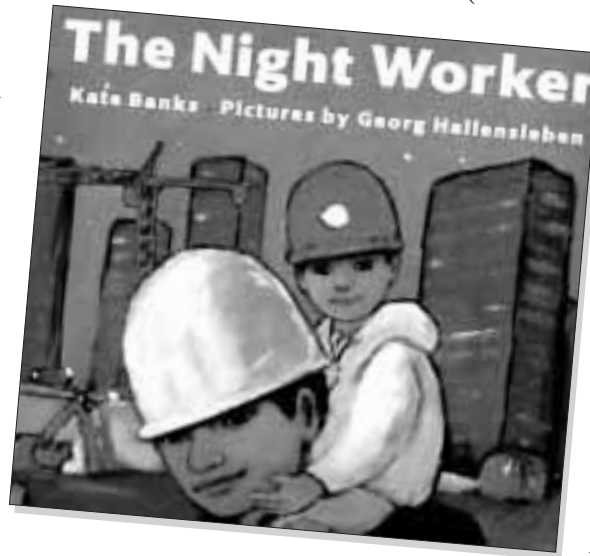
The award will be officially presented Oct. 3 at the time of the Charlotte Zolotow Lecture, an annual CCBC event. *The Night Worker* is published by Frances Foster Books, an imprint of Farrar Straus Giroux.

According to a press release from the CCBC, Banks "creates a mesmerizing story that builds on a young boy's fascination with his father's work on a night-time construction project. When little Alex's dad gives him his very own hard hat and lets him come to work with him one night, it's a dream come true for him. Some readers, in fact, may surmise that Alex's night on the construction site is indeed a dream, and that Alex's own 'night work' is that of all young children—to get a good night's sleep."

The Zolotow award committee named one Honor Book, *Wings* by Christopher Myers (The Scholastic Press). Six titles were

cited as Highly Commended: *Click, Clack, Moo: Cows That Type* by Doreen Cronin (Simon & Schuster); *The Good Luck Cat* by Joy

Pinkney (Scholastic); *When Winter Comes* by Nancy Van Laan (Anne Schwartz/Atheneum); and *Yosbi's Feast* by Kimiko Kajikawa (Melanie Kroupa/DK Ink).



Harjo (Harcourt); *If You Find a Rock* by Peggy Christian (Harcourt); *Shades of Black: A Celebration of Our Children* by Sandra L.

library's web site at [www.education.wisc.edu/ccbc/](http://www.education.wisc.edu/ccbc/).

Established in 1998, the award honors the work of Charlotte Zolotow, a distinguished children's book editor for 38 years with Harper Junior Books, and author of more than 65 picture books. She attended UW-Madison from 1933 to 1936.

To learn more about the Zolotow Award or the work of the CCBC, contact the

## Partners in Education



The School of Education saluted its cooperating teachers and other "Partners in Education" during an April banquet and ceremony at the Monona Terrace Community and Convention Center. The annual event recognizes the 500 classroom educators who serve as mentors and guides to School of Education students during their student-teaching semesters. A highlight of the evening was the presentation of the Rockwell Awards, given to four cooperating teachers whose work has been especially outstanding. The recipients were (standing, left to right) George Conom, Sun Prairie High; Virginia Koberstein, Orchard Ridge Elementary; Marilyn Smith, Franklin Elementary; and Linda Schifflin, Black Hawk Middle School. The awards were created by Ruth and Roland Rockwell (seated).

## 'Progressive Printmakers'



Courtesy of Elvehjem Museum of Art

Frances Myers' *Tending Jan's Garden* (above) was one of 75 prints exhibited at UW–Madison's Elvehjem Museum of Art this winter and spring. "Progressive Printmakers: Wisconsin Artists and the Print Renaissance" included the work of artists who taught, studied, or served as visiting artists in the School of Education's art department and artists who worked at Tandem Press, the School's fine-art printmaking facility. Among the current and former faculty members featured were Myers; Dean Meeker; William Weege, the founder of Tandem Press; Jack Damer; and Warrington Colescott, one of the exhibit's curators.

### Six departments ranked in the nation's top five

Once again, the School of Education received high marks in the annual ranking of graduate programs by *US News & World Report*.

In its guide to graduate studies, released in late March, the magazine rated two School of Education departments tops in the nation: educational administration and curriculum and instruction. Educational psychology and elementary education were second, while educational policy and secondary education were ranked third.

Special education was sixth, counseling psychology was rated

eighth, and vocational education was ninth.

The rankings of departments and program areas were drawn from a survey of education deans.

Overall, the School of Education was rated ninth in the nation. Its ranking was based on a survey of deans and school superintendents; student selectivity measures; faculty resources; and research activity.

### WCER researcher finds flaws in graduate education

More than 40,000 students earn doctorate degrees each year from American universities, widely regarded as the best in the world in graduate education. But a report released in January says the training doctoral students receive is not what they want, nor does it prepare them for the jobs they take.

"Although no more than half of the students will become faculty, and most of those will not find jobs at research universities, doctoral programs continue to train students to be research faculty," says Chris Golde, who directed the survey of 4,114 doctoral students at 27 universities. Golde is an assistant scientist with the Wisconsin Center for Education Research in the School of Education.

Titled "At Cross Purposes: What the Experiences of Today's Doctoral Students Reveal about Doctoral Education," the study was funded by The Pew Charitable Trusts.

Golde believes that doctoral education is "unnecessarily mysterious." She says the study finds that many students do not understand how the process of doctoral education works or how to navigate it effectively.

One-third to two-thirds of students are unclear about the core processes of doctoral study such as



### Corrections

In the winter 2001 issue of the *School of Education News*, a caption accompanying a photograph of emeritus faculty misidentified Anna Nassif, professor emerita of dance.

In the same issue, no credit was given for this photograph of *Approach/Avoidance*, a 1990 art installation by Professor Laurie Beth Clark. The photographer was KiP (Kath) Walker.

the applicability of their course work, how much time they will spend with their advisor, how their graduate studies and dissertation will be funded, and what the criteria are that will determine whether they graduate.

Other key findings of the survey include:

- Ph.D. students, especially those in the humanities, want to become faculty members, although other research shows that in most fields no more than half of the students will enter the professoriate.
- Half to three-quarters of doctoral students say that they are not prepared for the various teaching and service activities that most faculty members spend the majority of their time doing. However, most say that they are prepared to conduct research.
- Students are less able to learn about non-academic careers than about careers as faculty, and fewer report being encouraged to make such explorations.
- Students, particularly those in the sciences, do not clearly understand what criteria will determine when they are ready to graduate.

However, not all news about students' satisfaction with their Ph.D. programs is bad. The survey found that most students are satisfied with the decision to pursue the Ph.D. and the broad aspects of their education. Only three percent would not attend graduate school again. More than 90 percent have the advisor they want and a dissertation topic that interests them a great deal.

The full report, "At Cross Purposes," is posted on the Web at: <http://www.phd-survey.org>.  
—*University Communications*

## Former dance student is artist-in-residence

How did a small-town girl from Land o' Lakes, Wis., end up in New York City, on stage and on tour with some of the hottest names in modern dance? And what was she doing back in Wisconsin this spring?

Fortunately for UW–Madison students, Barbara Grubel returned to Madison as a guest artist-in-residence of the School of Education's dance program. During her stay on campus, she taught students and performed a solo in the spring faculty concert.

"It is such a thrill to be in Wisconsin teaching," said Grubel, who studied dance at UW–Madison in the late 1970s. "It's been 20 years since I left, and memories of those long, wonderful days I spent dancing in Lathrop Hall are flooding back."

Grubel began her professional career in Minneapolis, dancing with the New Dance Ensemble. There she performed works of Merce Cunningham, Douglas Dunn, and Margaret Jenkins, among others. She continued her career in New York City, where she's been a member of numerous companies, including Don Wagoner, Douglas Dunn, Bill Young, David Dorfman and, most recently, Ralph Lemon. —*Doreen Holmgren, Dance Program*



## Get your news online

Want the scoop on what's happening in the School of Education? Then subscribe to the School's electronic news service, "School of Education Online." Once a month, you'll receive the latest news on School and campus people and events.

To join the listserv, send an e-mail message to [listserv@lists.education.wisc.edu](mailto:listserv@lists.education.wisc.edu) with the following text in the subject line: SUB soeonline. The message box must be left blank.

If you have any problems, send a message to the School of Education External Relations Office at [soenews@education.wisc.edu](mailto:soenews@education.wisc.edu).

## Art

After 40 years of college teaching, **Robert Lorr** (M.S. in art, '60; M.F.A., '66) retired in May 2000 as an associate professor of art and design at Iowa State. He was instrumental in developing the university's design studies curriculum and was coordinator of the drawing/painting/printmaking area. During his lengthy career he exhibited in juried and invitational shows and executed public and private commissions in sculpture and painting.

A retrospective exhibition of work by **David Miller** (M.S. in art, '65) is on display through mid-June at Skidmore College's Tang Museum. Miller is the Ella Van Dyke Tuthill professor of studio art at Skidmore and director of its Schick Art Gallery.

Paintings by **Leah Carol Reichman** (B.S. in art, '73) were recently displayed at the Canal Street Postal Station in

New York City. Reichman is an individual real-estate broker in New York.

**Noel O'Connell** (B.S. in art, '99) left the Madison area in October to spend a year studying and conducting research at the University of Chiang Mai in Thailand. A Fulbright grant is supporting his work, which focuses on the preservation and restoration of antique murals in religious temples.

## Counseling psychology

**David Antonioni** (M.S., '68; Ph.D., '73) has been named chair of the department of executive education at UW-Madison's Fluno Executive Education Center. He is also an associate professor of management in the School of Business.

**Fredrick Schrank** (Ph.D., '80) was recently awarded the Diplomate in School Psychology from the American

Board of Professional Psychology. Vice president and publisher at the Riverside Publishing Co. in Chicago, Schrank is the senior author of two new publications about the Woodcock-Johnson III Cognitive Abilities Assessment.

## Curriculum and instruction

**Kay Kuester Doran** (B.S. in Spanish and English ed., '57) of Antigo received the 2000 Professional Service Award from the Wisconsin Association of Foreign Language Teachers. The honor is given to recent retirees for excellence in teaching and contributions to the foreign-language teaching profession. Doran taught for 23 years in Stoughton, Green Bay, Elcho, and Antigo.

**Marjorie Fink Vargas** (B.S. in English ed., '58; M.S., '61) retired in 1998 after 33 years on the College of Education

## Homecoming '01

Think autumn. Think brisk temperatures, bright orange pumpkins, falling leaves. Think football.

And if you want to attend the School of Education's annual Homecoming tailgate celebration, on Oct. 27, think fast.

School of Education alumni who attend the tailgate have the option of purchasing football tickets for the game with Michigan State, but the event always sells out quickly. Brochures will be mailed in mid-July, and reservations will be received on a first-come, first-served basis.

If you would like to have your name added to the brochure mailing list, contact Kathy Boebel, Education Alumni Coordinator, at 427 Education Building, UW-Madison School of Education, 1000 Bascom Mall, Madison, WI 53706-1398; (608) 262-0054; boebel@education.wisc.edu.



faculty at the University of Northern Iowa. She and her husband now live in Cottage Grove, Wis.

Last June, **Joanne Yatvin** (Ph.D., '74) left her position as a school administrator in Oregon; she's now co-director of the continuing teacher licensure program at Portland State University. Yatvin was a member of the National Reading Panel, which was authorized by Congress in 1997 and produced the NRP Report, now the basis for much federal and state legislation. She wrote a minority view which was amended to the report.

**Kris Holtan Joannes** (B.S. in elem. ed., '86) and **Mark Mueller** (B.S. in communication arts ed., '93), both teachers at River Bluff Middle School in Stoughton, have been selected to participate in the Wisconsin Teacher Forum in June. Sponsored by the Department of Public Instruction, the forum celebrates teaching, identifies leadership opportunities in and beyond the classroom, explores teacher mentoring, and provides for interaction with state policymakers.

**Heidi Solberg Viar** (B.S. in German ed., '90) is working on her Ph.D. in history at Western Michigan University. She's majoring in modern U.S. history and sports history. Viar formerly taught German in the River Falls, Wis., district and was a substitute teacher in the Eau Claire area and in Muncie, Ind.

## Educational administration

**Ann Korschgen** (Ph.D., '88) is the new vice provost for enrollment management at the University of Missouri-Columbia.

**Patricia Lindesmith Clow** (Ph.D., '90) recently presented a paper titled "Curriculum Redesign" at the National Conference of Deans and Chairpersons. She is professor of education and director of teacher education at Northland College in Ashland, Wis.

**Michael Hertting** (B.S. in elem. ed., '81; M.S. in ed. admin., '86; Ph.D., '00) is principal of Madison's Orchard Ridge Elementary School.

## Siren song

*Continued from page 3*



**After many years of attending college part time and eventually full time, Theresa Sanders has only two semesters to go before she earns her degree in elementary education.**

Yet teaching brings with it sweet rewards, which make all the sacrifices seem worthwhile. "Getting children to smile and feel confident about themselves, helping them learn and get that 'a-ha' feeling—that's why I want to teach," she says.

"I think school should be fun and that kids should want to be there. And I think teachers really can make a difference—even if it's just in a small way, even if you are just helping a child to have a good day. Those small things can add up and have an impact on a child's life."

## 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.

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

## 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 **Nancy Bubier**, program assistant in Testing and Evaluation Services; **Philip Hamilton**, professor of art; **Bruce Howdle**, lecturer in art; **Julia McGivern**, clinical assistant professor of educational psychology; **Diana Taylor**, chief administrative secretary in kinesiology; and **Patricia Wolleat**, professor of counseling psychology.

**Jeffery Braden**, professor of educational psychology, received UW–Madison’s 2001 Van Hise Outreach Teaching Award. The prestigious campus honor was presented in April.

**Laurie Beth Clark**, professor and chair of art, has been named the next Emily Mead Baldwin Bell-Bascom Professor in the Creative Arts. The appointment begins in July and lasts for two years.

**Aristotle Georgiades**, associate professor of art, is one of seven UW–Madison faculty members selected to receive Romnes Fellowships in 2001. The Wisconsin Alumni Research Foundation supports the \$50,000 fellowships, which recognize exceptional faculty members who have attained tenure within the prior four years.

The School of Education’s Center on Education and Work (CEW) has

received a federal grant of nearly \$600,000 to help teachers and other school professionals prepare students with disabilities for college. The grant, from the U.S. Department of Education Office of Special Education and Rehabilitative Services, supports a professional-development course delivered entirely over the World Wide Web. The semester-long course is intended to help educators design and implement a summer college-preparation program for students with disabilities who have been accepted into college but haven’t yet enrolled. Instructing the class are **Chere Campbell Gibson** and **John Gugerty**. Gibson is a professor in the School of Human Ecology and the chair of the School of Education’s graduate degree program in continuing and vocational education; Gugerty is senior outreach specialist in the CEW. For more information about the course, consult its web site at [www.cew.wisc.edu/disted/](http://www.cew.wisc.edu/disted/).

**Ginny Moore Kruse**, director of the Cooperative Children’s Book Center (CCBC), and the CCBC’s Intellectual Freedom Information Services were honored last fall by the National Council of Teachers of English (NCTE) and by Support for the Learning and Teaching of English (SLATE). They received one of six state and regional Affiliate Intellectual Freedom Awards, sponsored by the NCTE/SLATE steering committee on social and political concerns and by the NCTE standing committee against censorship. The CCBC’s Intellectual Freedom Information Services provides assistance to

librarians or educators in Wisconsin who face a challenge to a particular book in their collection.

**Thomas Popkewitz**, professor of curriculum and instruction, received an honorary degree from the University of Lisbon in November. He is only the third person in education to be granted such an honor by the 700-year-old institution. Popkewitz also holds honorary doctorates from the University of Umea in Sweden and from the Russian Academy of Education. While in Portugal, Popkewitz prepared a special edition of *Recherche & Formation*, a French journal on teaching and teacher education. The issue will be published in September.

A work by videomaker **Douglas Rosenberg**, assistant professor of dance, was selected for screening in the Wisconsin Film Festival in March. Rosenberg’s entry, *My Grandfather Dances*, is a 12-minute video-dance inspired by renowned choreographer and performer **Anna Halprin** (B.A. in dance, ’42).

**Mary Schneider**, professor of kinesiology, has received a five-year, \$2 million grant from the National Institute on Alcohol Abuse and Alcoholism to study how prenatal, moderate-level alcohol exposure affects cognition and brain integrity in primates. One of her co-investigators is **Gary Kraemer**, also a professor of kinesiology.

**Gail Simpson**, assistant professor of art, has received a Teaching Enhancement Grant for 2001–02 from UW–Madison. She will use the grant to redesign preparatory courses taken by all first-year art majors.

## Faculty & Staff

### Information

Faculty and staff are invited to share information about honors, awards, publications, and other professional activities and achievements. Send notices by campus mail to Box 21, Education Building, or by e-mail to [soenews@education.wisc.edu](mailto:soenews@education.wisc.edu).

## Other activities

**Dean Bowles**, professor emeritus of educational administration, delivered a paper at a conference in the Netherlands in September. He is engaged in a large, statewide study on the supply and demand of Wisconsin school administrators funded by the Wisconsin Institute of School Executives and the School



## The School of Education in the news

### Avoiding favoritism in the classroom

The “teacher’s pet” must be as old a tradition as education itself. But how can classroom teachers keep themselves from showing favoritism to a particular student or group of students?

It isn’t easy, **Jack Kean** told the *Washington Post* (Jan. 2). Kean is an emeritus professor of curriculum and instruction and associate dean emeritus of the School of Education.

“Teachers try to be fair and equal and just,” Kean said, “but it is very difficult to do.”

The article included tips for teachers on avoiding the common tendency to show favoritism to certain students, such as ridding themselves of stereotypes and giving the entire class plenty of time to answer questions during discussions.

### Valentine’s Day dilemma

When is it appropriate for adolescents to express feelings for the opposite sex?

It’s a perennial problem, but never more so than at Valentine’s Day, noted the *Boston Globe* (Feb. 8). Child psychologists say that children between the ages of 10 and 13 often begin wanting to participate in Feb. 14 customs, and that their motivations are generally innocent and healthy. The trick is to find appropriate ways of expressing those feelings—through small gifts, for example, that don’t create unrealistic expectations.

**Bradford Brown**, a professor of educational psychology in the School of Education, told the newspaper that it’s important for parents to recognize—and not dismiss—the feelings that their youngsters are trying to express.

“Avoid saying things like, ‘You’ve only known her for a week. How could you want to send flowers?’” he said, adding that pre-teen girls usually feel more prepared for intimacy because they have practiced close relationships with female friends. For that reason, Brown said, girls may expect more seriousness at that age than boys are ready to offer.



Photo by Jeff Miller

### Teaching the science teachers

“Whether it’s building her own home, teaching about science, or diving out of a plane, **Kathy Blomker** has a passion for the power of doing.” Thus begins a feature article in *Wisconsin Week* (Jan. 31) about Kathy Blomker (above, second from right), a School of Education instructor who teaches science methods courses to students preparing to be teachers in elementary and middle schools.

Blomker told the newspaper, “Science isn’t just reading chapters and answering the questions at the end. Science is doing science and thinking like a scientist. It’s an exciting way of looking at the world, driven by curiosity.”

*Wisconsin Week* is UW–Madison’s newspaper for faculty and staff. To view the entire story, visit the *Wisconsin Week* web site at [www.news.wisc.edu/wisweek](http://www.news.wisc.edu/wisweek). In the archives, select the Jan. 31 issue.

### Li is one to watch

Associate Professor **Li Chiao-Ping** has been named as one of 25 “dancers and choreographers to watch in 2001” by *Dance* magazine (January 2001 issue). In the spotlight article, “Li Chiao-Ping: True Grit and Grace,” Gigi Berardi describes Li’s style of dance as “a unique blend of acrobatics, modern dance and Chinese martial arts.” The dancer/choreographer returned to the stage last spring after recovering from severe injuries sustained in a January 1999 automobile accident.

## Attrition

*Continued from page 16*

isolated, alienated, or unwelcome on campus? Do they find themselves torn between maintaining their own cultural values and fitting into the university environment? Do they receive adequate mentoring from faculty, staff, and fellow students of color? Do they have access to support groups, such as ethnic-minority student organizations?

Students of color often find that the values they have grown up with clash with the values that dominate on campus, Gloria points out. For instance, she says, personal relationships are tremendously important to many Latinos and Latinas, and family needs are often considered more critical than individual needs. But the culture of the university, she notes, “is one of individuation, of individual achievement.”

Consequently, she says, some Latino students may feel as though the very decision to attend college is a selfish one, and that they have

somehow betrayed their families by leaving home.

In such situations, Gloria says, it can be helpful if counselors suggest that the students work hard to stay connected with their families, while at the same time remaining engaged in their studies. For example, if they live close enough, students may want to invite their parents and siblings to campus to meet their professors and visit their classrooms. Counselors can also try to foster a feeling of “family” among students and supportive members of the faculty and staff.

But that brings up another problem faced by students of color on predominantly white campuses: a lack of role models and faculty mentors. Statistics show that America’s universities have one white faculty member for every 24 white students, while there’s one African-American professor for every 54 African-American students. For Latinos and Latinas, the ratio is even more striking, at one to 76.

Of course, universities need to hire more faculty and staff of

color, Gloria says; but it’s just as important to be sure that non-minority professors and staff members are knowledgeable about and accepting of a variety of cultures. “Everyone must be reminded,” she believes, “that there’s plenty of room for *all* of us in higher education. Our learning communities need many different voices and many different participants.”

In order to accommodate these different voices, she believes, colleges and universities must engage in a serious form of self-assessment, to ask themselves whether they are doing enough to keep students of color enrolled. One suggestion Gloria offers: In making tenure and promotion decisions, universities should reward faculty and staff for working to recruit and retain minority students.

What’s more, she believes, institutions of higher education can learn much by looking at the efforts of individual students and faculty members, as well as those of student organizations. “There’s already a lot of grassroots change taking place on campuses,” she maintains. “The challenge is to make those adjustments at a larger, institutional level.”

Change is never easy, she concludes: “It’s a very slow, difficult, time-consuming, expensive process. Change won’t happen simply by bringing in a critical mass of students of color, or faculty of color, or counseling staff of color.

“But if we can implement different approaches to counseling and advising, if we can offer support groups, if we can shift the way we deliver instruction, our campuses will be enriched a thousand-fold. We just need to make the commitment.”

## How high schools can help

It’s always a triumph for high-school teachers, counselors, and administrators to see their students head off to college. But what more can secondary educators do to ensure that those students actually remain in college and earn a degree?

Many undergraduates—particularly students of color—come to college without really knowing what to expect, says Alberta Gloria. And if they enroll at a large university, the transition can be especially difficult. “They often don’t know whom to talk to if they have a problem, how to deal with issues such as loneliness,” she says. Programs that bridge the gap between high school and college are very beneficial to these students, she believes.

She also recommends that high-school teachers and counselors simply help their students become prepared for the realities of university life. “It’s good just to talk about higher education with your students,” she says, “to take them on field trips to campuses and let them become familiar with the environment.”

## WORKSHOPS FOR THE SUMMER AND FALL

The following programs are sponsored by the Office of Education Outreach, [www.education.wisc.edu/outreach](http://www.education.wisc.edu/outreach).

### Practicum for teachers of the gifted and talented

3-credit, 4-week course, June 18–July 13

For more information, contact Nancy Blake, (608) 262–4650, [nblake@education.wisc.edu](mailto:nblake@education.wisc.edu)

As part of this professional-development opportunity, 25 participants will have the opportunity to work directly with a group of fifth-grade students recommended from 40 participating school districts.

### 2001 Wisconsin summer conference on effective instruction

Monday–Wednesday, Aug. 13–15 (pre-conference on Friday, Aug. 10)

For more information, contact Julie Seaborg, (608) 262–5315, [seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu)

Keynote speaker Randall Sprick of the University of Oregon will discuss classroom discipline and motivation, including

problem prevention and strategies for encouraging responsible behavior. Other speakers will address learning styles, instructional strategies, and techniques for teaching language, reading, phonemic awareness, reasoning and writing, spelling, and mathematics.

### Second annual combined Wisconsin conference on GED/HSED and adult literacy

Thursday–Friday, Nov. 8–9 (pre-conference on Wednesday, Nov. 7), Wisconsin Dells

For more information, contact Julie Seaborg, (608) 262–5315, [seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu)

This program will bring together instructors, examiners, administrators, volunteers, program coordinators, and others involved in adult literacy education, as well as those who prepare youth and adults for the HSED/GED.

### Wisconsin leadership conference: Pushing the boundaries of leadership

Thursday–Friday, Dec. 6–7

For more information, contact Julie Seaborg, (608) 262–5315, [seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu)

### FOR YOUTH

For more information about the following programs, contact Nancy Blake, (608) 262–4650, [nblake@education.wisc.edu](mailto:nblake@education.wisc.edu)

### Technology and the arts

Monday–Friday, June 11–22

This program, for students completing grades 5–8, is cross-disciplinary in nature regarding the use of technology and the arts. Courses include computer graphics and Photoshop, creative photography, wheel pottery, journalism, the art and science of rocks, and classic videomaking using digital equipment.

### Saturday enrichment program

In 2001–02 there will be fall, winter, and spring sessions of enrichment programs for students in grades 1–8. Courses will include computer design, clay, drawing and painting, photography, mock trial, chemistry, biology, and winter limnology.

## Staff news

*Continued from page 12*

Administrators Alliance. He recently received a three-year Fulbright grant to link UW–Madison to Vidzemes University College in Latvia.

**Thomas Carpenter**, professor of curriculum and instruction, was part of a 16-member committee that issued a recent, highly publicized report on mathematics instruction. “Adding It Up: Helping Children Learn Mathematics” recommended sweeping changes in math instruction, curricula, and testing at the elementary- and middle-school level. It also called for increased professional development for teachers and for more research on successful math-education programs. The

panel was appointed by the National Research Council, part of the congressionally chartered National Academy of Sciences. Carpenter is director of the National Center for Improving Student Learning and Achievement in Mathematics and Science, a federally funded project based in the School of Education’s Wisconsin Center for Education Research.

*Venous Flow: States of Grace*, an evening-length multimedia production, was premiered at the Madison Civic Center in April. The work was created by artistic director/choreographer **Li Chiao-Ping** and visual artist **Douglas Rosenberg**, both faculty members in the dance program.

“Rescued Quilts and Fabric Collage,” an exhibit by Art Professor **Leslee Nelson**, was on display this spring at the

William S. Fairfield Public Gallery in Sturgeon Bay, Wis.

*The Great Psychotherapy Debate: Models, Methods, and Findings*, a new book by Counseling Psychology Professor **Bruce Wampold**, has been published by Lawrence Erlbaum Associates in Mahwah, N.J.

**Jin-Wen Yu** Dance presented “Inter-Community,” a cross-cultural and multimedia dance concert, in early March in Lathrop Hall. Yu is an assistant professor of dance in the School of Education. The concert featured new and recent works by Yu incorporating movements influenced by Tai Ji, modern dance, and Chinese opera dance, as well as video and computer technology.

# Battling against attrition

*Professor seeks to improve retention rates among minority college students*

Every year, all across America, colleges and universities spend countless hours—and dollars—trying to woo ethnic-minority students to their campuses. They hire recruiters whose job is to identify and cultivate students of color; they prepare glossy brochures; they sponsor open houses and special admissions fairs specifically for students of color.

Sometimes, their efforts pay off, and the students who have received such intense attention do in fact enroll. Yet, all too often, the same students don't make it to graduation.

It's estimated, for instance, that only five percent of Latinos and Latinas complete four or more years of college, compared to 22 percent of whites. At the same time, two-thirds of the African-Americans who matriculate at predominantly white institutions leave without a degree. That's an alarming rate of attrition; and it begs the question, Why?

To be sure, minority students leave college for many of the same reasons their white counterparts do. Some find high-paying jobs that don't require a college degree. Others feel they can't afford the price of tuition and fees.

But Alberta Gloria, an associate professor of counseling psychology in the School of Education, claims that issues of "campus climate" also play a large role in determining the fate of ethnic-minority students. "Most institutions of higher education do not accommodate a variety of cultural values," she says. "We're setting students up to be pushed out of the system."

Gloria has conducted research on what university counselors and others can do to ensure that more students of color remain in college until they have earned the degree. There's no magic bullet, she insists: "What's needed is a multidimensional approach. We need to welcome students at a psychological level, at a social level, at an environmental and cultural level. We need to step up to the challenge of inclusion."

In her writings, which have appeared in such publications as *The Journal of Counseling and Development* and *The Journal of College Student Development*, Gloria urges the staff of university counseling centers to pay special attention to some of the psychological, social, and cultural issues that affect students of color. Do these students feel

*Continued on page 14*

*"What's needed is a multidimensional approach. We need to welcome students at a psychological level, at a social level, at an environmental and cultural level. We need to step up to the challenge of inclusion."*

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