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Bob Rashid

**Kreg Gruben, an assistant professor of kinesiology, and one of his graduate students test a prototype robotic device that, with its computer hook-up, can measure the force an individual exerts during simulated walking. Subjects recline on their sides, strapped to a backboard with one foot attached to a pedal, which controls and monitors the subject's motion and exertion of force.**

## Reaching to understand

*Kinesiology researchers map the intricacies of motion*

Your morning. You wake up, sit up in bed, rise to your feet, and then walk to the bathroom. Standing at the sink, you reach out and grasp your toothbrush, razor, comb, towel, or whatever else you need to get ready to face the world.

Without much ado, you execute these and countless other physical maneuvers every day. Yet most of us seldom stop to think about what enables us to move with such efficiency, unless we find these basic abilities compromised, curtailed, or even lost. Or, we might put more thought into our movements if we want to push the limits of what our bodies do – for instance, to run faster and jump higher.

UW–Madison School of Education, researchers are seeking to understand the minutest elements of motion, from the biology and neurophysiology to the mechanics – knowledge that one day might lead to improvements in both treatment and training.

By understanding the intricacies of motion, they hope to learn what happens when something goes wrong – for example, why some children experience deficiencies in the development of motor skills and how degenerative conditions affect adults. Also, understanding how the body moves can point the way for athletes to raise their levels of peak performance.

*Continued on next page*

The  
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SPRING 2002

**INSIDE:** New resources for alumni, educators and occupational therapists

## Pushing power

Cluttered with bicycles, bicycle parts, disjointed pieces of wood, metal, cables, and wires piled on the floor, tables, and desks, Kreg Gruben's biomechanics laboratory looks more like a basement in need of organization.

But this scene reveals one of the challenges in this type of research. Investigators pursuing uncharted lines of inquiry often must develop or adapt their own specialized equipment and software before they can begin collecting data. Gruben, an assistant professor in kinesiology who also is affiliated with the College of Engineering, maintains a well-equipped workshop in his lab, where he can create and modify mechanical devices for use in measuring the mechanics of the human body.

"We investigate the nervous system control of limb muscles," Gruben explained. "We are interested in the basic building blocks that the nervous system uses to construct patterns of muscle activation that result in our ability to move our limbs and to exert forces on our environment."

To do this, he has designed and, with help from his graduate students, built a prototype robotic device that, with its computer hook-up, can measure the force an individual exerts during tests that simulate walking. The research project involves graduate and undergraduate students.

"We focus mainly on the legs and use exercises similar to pedaling a bicycle to probe the system," Gruben said. "Subjects include healthy adults, adults with post-stroke paralysis, and adults with knee injury.

We use a pedal to control the motion of the leg so that we can observe the choices that the nervous system makes in generating force against the pedal."

Subjects recline on their sides, strapped to a backboard with one foot attached to a pedal, which controls and monitors the subject's motion and exertion of force. Testing subjects in a horizontal position reduces the effect of gravity, plus allows for a more natural pivot of the torso than vertical testing devices, he explained. The computer software enables the device to simulate obstacles, allowing investigators to observe how a subject's body responds.

"We hope to learn how the nervous system works to generate purposeful limb efforts," Gruben said. Individual coordination strategies are not well understood. He believes that each individual has a basic preferred pattern of coordination. "We believe that this coordinative strategy may form a basis upon which much of muscular control is based."

He cited research in stroke victims that has found the preferred coordination pattern actually stronger in their weakened legs. This suggests that the strategy rests in the spinal cord, but the brain somehow interferes with the execution in stroke patients.

"If we understood that coordination strategy better, that would tell us how to intervene," Gruben said. "This knowledge will aid in our understanding of a variety of motor deficits. This understanding should lead to improved rehabilitation techniques."

The machine still requires some fine-tuning, but he said he might begin collecting data by the end of the spring semester. Gruben acknowledged the possibility that the device itself, along with his research, someday might contribute to advances in rehabilitation equipment, but emphasized that his work is still at an early stage.

## Clumsy kids

In the 1970s, when she ran a motor program in Canada for children with learning disabilities, Jo-Anne Lazarus became interested in what causes some children to be clumsy. To provide her with the background necessary to investigate motor deficits in children, Lazarus subsequently did her doctoral dissertation on typical motor development in children.

Today, her work focuses on what she describes as her "pet project" – which in the meantime had been recognized in the American Psychiatric Association's Diagnostic and Statistical Manual as "developmental coordination disorder" (DCD).

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## Athletic training lessons get boost from technology

Constructing devices to help create knowledge isn't the only reason faculty and staff members within the Department of Kinesiology develop and adapt technology. Andy Winterstein, for example, has focused on technology as a means to disseminate knowledge – in other words, to teach.

Winterstein, an assistant faculty associate, directs the department's Athletic Training Education Program (ATEP), a specialization/certificate program that prepares students for careers as board-certified athletic trainers.

Accredited by the Council on Accreditation of Allied Health Education Programs, ATEP provides students a blend of theory, clinical education, and field experiences. Students obtain clinical education and field experience under the supervision of other allied health professionals through the Division of Intercollegiate Athletics, the UW Health Sports Medicine Center, and local high schools.

"I am very interested in instructional technology and its role in athletic training education," said Winterstein, who served as the athletic trainer for the Badger men's basketball team before taking charge of ATEP. "I thought there has to be better ways to teach students" than the traditional classroom format.

He has tapped into resources available on campus, such as the Center for



**Information technology enables students in the Athletic Training Education Program to better connect their course content with their clinical experiences.**

Instructional Materials and Computing (CIMC) and Instructional Media Development Center (IMDC) in the School of Education, and secured a number of information technology grants.

"Through these efforts, we are exploring the use of technology to assist students in making connections between their classroom and clinical environments," he explained.

Used correctly, technology can increase collaboration among students and interaction with instructors.

But Winterstein doesn't advocate abandoning traditional classroom teaching techniques. "I really like the idea of the hybrid class," a carefully structured blend of traditional face-to-face teaching with distance-learning technology.

For example, he explained, a class discussion on a reading or topic could start online, in an environment where students who are reluctant to speak in class might be more inclined to contribute. Then, at some point, the ongoing discussion can be brought into the classroom with the students already engaged and their views on the record.

"IT can be very much a bells and whistles type of thing," he said. "It is important to be sure these technologies adhere to the principles of effective teaching in higher education and that they are based on sound pedagogy."

Winterstein has helped to develop a CD-ROM on "Basic Techniques in Athletic Training," which combines text with videos. This enables students in introductory classes to review clinical practices from anywhere at any time. "This has been very positive," he said.

But technological applications need not be complex. Winterstein invites students in his introductory course to e-mail him with questions about "muddy points" from class. He then distributes his responses to all 60 students in the class.

All his uses of technology are built around one central goal: "How can I engage student with course content in different ways?"

For more information about ATEP, go to the program Web site: [www.education.wisc.edu/kinesiology/atep/](http://www.education.wisc.edu/kinesiology/atep/)

"We still don't know a whole lot about this disorder," said Lazarus, now an associate professor and interim chair of the Department of Kinesiology. But many experts believe that about 6 percent of children ages 5–11 have some degree of DCD. Children with DCD might have trouble holding objects, often trip over their own feet, run into other children, and walk with an unsteady gait.

"I'm just intrigued by these kids," Lazarus said. She refers to children with DCD as the "lost group in the middle," because "they don't typically receive special education services." She described DCD as being on a continuum between typical development and mild

cerebral palsy. Despite their motor problems, she said, "there doesn't appear to be any identifiable structural damage in the brains of these children."

She emphasized that the understanding and treatment of DCD "has great implications for several school-related issues." Clumsy children get teased and often lack confidence and self-esteem, which can impede their social development and academic achievement, she explained.

Lazarus has launched two studies, looking at gross postural control and fine motor control in children with possible DCD.

*Continued on next page*

In the first study, conducting postural control assessments required development of a posturography set-up designed to manipulate the various senses involved in maintaining balance. Lazarus is collaborating with Colin Grove, a physical therapist working on his master's thesis, to collect data on 32 children, ages 6 to 12, divided evenly by gender, with half identified as typically developing and half with possible DCD, based on their scores on a standardized



Jo-Anne Lazarus

### About the Department of Kinesiology

- ▶ One of eight academic departments within the UW–Madison School of Education.
- ▶ **Mission:** To create, interpret, transmit, and apply knowledge related to movement, exercise, and human occupation with the ultimate goal of enhancing human health, productivity, and quality of life.
- ▶ **Areas of specialization:** Biomechanics, Curriculum and Teaching, Exercise Physiology, Exercise Psychology, Exercise Science, Measurement, Motor Control and Behavior, Occupational Therapy, and Physical Education Teacher Preparation.
- ▶ **Non-degree certification programs:** Adaptive Physical Education and Athletic Training Education.
- ▶ **Elective Physical Education Activity** courses, including swimming, personal training, bowling, yoga, running, cross training, weight training, rhythmic/step aerobics, relaxation technique and exercise, golf, ice skating, downhill and cross-country skiing, windsurfing, badminton, fencing, tennis, racquetball, basketball, soccer, volleyball, softball, canoeing, orienteering, sailing, martial arts, marathon/distance training, bicycling.

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motor assessment battery. Those identified with motor skill deficits can be referred for additional educational and/or medical evaluation if they desire.

“We’re trying to understand sensory contributions to postural control,” Lazarus explained, to determine if specific aspects of sensorimotor organization are dysfunctional in children with DCD. She hopes that this study will produce new insight into the sensory organization of postural control in general and the role of the vestibular (inner ear) in particular and DCD-related motor impairments.

In the second study, Lazarus and Gruben are examining fine motor skills in children with DCD in terms of the coordination in the upper limbs, specifically pinching and grasping with the thumb and forefinger. Using an apparatus originally designed by Lazarus and modified by Gruben and Victoria Moerchen, a doctoral candidate in kinesiology, this study involves measuring pinch-grasp abilities of 40 children, again half identified as typically developing and half with possible DCD.

Although DCD is identified more often in boys than in girls,

Lazarus’ studies include equal numbers of girls and boys. She explained that girls with DCD have received the least research attention and are less likely to receive help, so she wants to make sure they are well-represented by her research.

Lazarus said her investigations of children with DCD boil down to one central issue: “What is the motor deficit and how can we help these children so that they are not disadvantaged by it?”

### Grasping knowledge

“We reach to grasp effortlessly, and without having to think about it,” said Peter L.E. van Kan, an assistant professor of kinesiology who specializes in motor control and behavior. “From a control point of view, however, it is a complicated behavior that will ultimately require understanding multiple stages of information processing that occur between the retinal image of a visual target in a given spatial location and the motor output signals that move the hand towards the target.”

Through his research in monkeys and humans, Van Kan aims to map how the mammalian central nervous system controls whole-limb, coordinated movements such as reaching to grasp. His work focuses on the cerebellum, the part of the brain that is central to motor coordination.

“The cerebellum receives input from all major sensory systems and targets all structures involved in the production of movement,” he said, “yet little is understood about basic cerebellar organization in relation to motor control.”

He added: “My research interests focus on a question of cardinal importance in motor

control: How are motor signals encoded in the discharge of cerebellar input and output neurons and associated circuitry?”

Like many of his colleagues, van Kan requires specialized mechanical and electrical devices and software for data acquisition and analysis. “Primate single-unit recording studies are complex and time-consuming to conduct, but they yield information that is essential for understanding signal processing in the brain,” he said.



**Peter L.E. van Kan**

By having monkeys retrieve cereal from either a small beaker or a horizontally oriented slot, van Kan elicited reaches with different types of grasp – a whole-hand grasp, which required grouped digit extension, and a precision grasp, which required thumb and forefinger apposition, respectively. The human subjects reached to grasp to lift a tab with the thumb and forefinger.

Van Kan said that recent studies of humans with cerebellar deficits by him and others “suggest that cerebellar output is critical for appropriately timed digit extension. Together with Kris Erickson,

## OTHER KINESIOLOGY RESEARCH

Under the kinesiology umbrella, researchers are investigating a range of other topics, including exercise-related and other health issues. Here are few examples:

- ▶ Research on the influence of exercise, diet, and aging on glucose metabolism by Greg Cartee, professor of kinesiology, has significant implications for preventing and treating Type 2 diabetes. Cartee has found that even a single exercise session can improve glucose metabolism, in young and old alike.
- ▶ Ann Ward, academic staff researcher, has found that regular exercise for women undergoing chemotherapy or radiation treatment for breast cancer can reduce undesirable side-effects – such as weight gain, loss of muscle strength and flexibility, and depression –and lead to improved physical and social functioning.
- ▶ Kelli Koltyn, associate professor of kinesiology, has documented the positive effect of physical activity on the overall quality of life for women over age 60. Her research identified factors likely to motivate an older woman to begin an exercise program.
- ▶ Gary Diffie, assistant professor of kinesiology, last year published a study on rats, showing that exercise training, specifically running, improves the performance of heart cells after several weeks.
- ▶ Mary Schneider, professor of occupational therapy, has been examining whether moderate levels of alcohol, psychological stress, or both, during pregnancy constitute a danger to the developing fetus and what long-term effects emerge in and/or extend to adolescence.
- ▶ Elizabeth Larson, assistant professor of occupational therapy, has been involved in a cross-cultural study of maternal well-being and daily activity when parenting a child with a disability. She also has investigated Native American mothers’ well-being and daily activities when parenting a child with disability.

one of my graduate students, I have measured kinematics of reach-to-grasp behavior in persons with cerebellar deficits. This work shows that the timing of hand pre-shaping relative to shoulder and elbow rotations is significantly more variable in persons with cerebellar disorders as compared to healthy control subjects.”

In addition to contributing to a basic understanding of cerebellar

influences on the motor system, van Kan hopes that his work “will also help guide the development of neuro-prosthetic devices for persons with amputated or paralyzed limbs and the design of strategies for using functional electrical stimulation in the motor rehabilitation of patients following spinal cord injury or stroke.”

## New approaches to paying teachers being put into practice

**T**he idea sounds simple and logical enough: Pay teachers for what they know and can do.

But the single-salary schedule, the system used by most U.S. school districts through most of the 20<sup>th</sup> century, doesn't do that. Instead, this system relies on indirect indicators of ability, based on assumptions that teachers generally become better as they attain years of experience, educational credits and advanced degrees.

Researchers, however, have not found a strong link between the parameters on this schedule and student learning. And critics say that the single-salary system, while objective and easy to administer, lacks strong incentives for teachers to improve.

During the past decade, Allan Odden, co-director of the Consortium for Policy Research in Education in the Wisconsin Center for Education Research, and others have advanced the idea of linking compensation to direct measurements of individual skills and knowledge. In other words, pay teachers for what they actually

know and really can do.

As simple as that sounds, Odden has learned from early experiences that “doing this is



Allan Odden

hard.” But “doing this” appears to fit well into the overall current of standards-based education reform.

“The importance of developing the requisite teacher expertise has spurred a nationwide emphasis on enhancing teacher quality,” he wrote in an unpublished article.

“Nearly everyone agrees that most

teachers need enhanced knowledge, skills and instructional expertise in order to be more effective in teaching students to higher performance standards.”

Odden has assisted the nation's first major school district and first state to embrace knowledge- and skills-based pay for teachers:

- ▶ In Cincinnati, school board members and teachers will cast their final votes in May on the new pay system, which Odden helped to design. Unless both sides reject it by a 70 percent margin, the system will go into full effect for the 2002–03 school year.
- ▶ In Iowa, state leaders last May approved a structure that will change how all school districts pay teachers by July 2003.

As more of these pay plans are being put into practice, Odden, a professor of educational administration in the School of Education, continues to monitor the implementation in Cincinnati and elsewhere and to suggest what steps should follow. “Early research on

### TO LEARN MORE: Consortium for Policy Research in Education

The Consortium for Policy Research in Education (CPRE) unites five of the nation's top research institutions, University of Pennsylvania, Harvard University, Stanford University, the University of Michigan, and the University of Wisconsin–Madison, in an effort to improve student learning through research on education reform, policy, and finance. CPRE's school finance research – which includes teacher compensation – is based at the Wisconsin Center for Education Research on the UW–Madison campus, under the direction of Allan Odden, CPRE co-director.

The purpose of CPRE's Teacher Compensation Project is to identify alternative salary approaches that provide strong incentives for enhancing the individual teaching capacity to

teach students to high academic standards, and that reward groups of teachers for success.

**For more information, go to the CPRE Web site:**  
<http://www.wcer.wisc.edu/cpre/>

**Updated book:** Odden and Carolyn Kelley, an associate professor of educational administration at UW–Madison, last year updated their book, *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools, 2<sup>nd</sup> Edition* (Corwin Press, 2002). The new edition includes information on pay and compensation initiatives currently in use and how districts can begin designing their own systems. For more information, go to <http://www.corwinpress.com>.

the design and operation of these and related programs shows both promise and pitfalls,” he wrote.

Knowledge- and skills-based pay systems can help put “a strong focus on improving teacher classroom practice ... raising the bar,” Odden explained in an interview. “These new structures should be policy vehicles for raising pay. ... The better the teacher is, the higher the pay.”

In his article, he offered this caveat: “Though knowledge- and skills-based compensation systems can be used to enhance instructional practice, they are not, in themselves, instructional improvement strategies. Districts and states must have explicit instructional improvement strategies within which these new kinds of pay systems operate.”

Odden recommends that school district and state officials first “spend sufficient time developing a specific set of teaching standards.” Then, “you need sooner rather than later to align teacher development with the new standards,” he said.

“The teachers tend to like the teaching standards that are part of the system,” especially those at the early and middle levels of their career, he said.

Odden cited other key lessons from these pioneering efforts:

- ▶ Administrators and teachers need to work jointly in designing new pay systems.
- ▶ A new system should not be implemented too hastily. “It takes several years to work the kinks out,” he said. Trying to move too quickly in Cincinnati contributed to a changeover in leadership of the teachers union, although the new leaders remain committed to the new system.

- ▶ The system for assessing how well teachers comply with the standards must be fair and reliable. In particular, those evaluating teachers must know good teaching practices and how to conduct reliable assessments.

Ultimately, “standards-based education reform seeks to dramatically improve student learning,” Odden wrote. He called for further research to confirm that this indeed is occurring, adding that preliminary data does show a link between higher teacher evaluation scores and greater value-added student achievement.

According to Odden, the next tasks for researchers include:

- ▶ Determining “whether and how the programs lead to change in instructional practice.”
- ▶ Documenting “whether the changes in instructional practice that result actually can be linked to increased student achievement.”
- ▶ Identifying “those core teacher actions that do produce improvements in student achievement, and to make sure that those actions comprise the core of the teaching standards as well as the focus of the performance assessment systems.”
- ▶ Identifying “what should be the appropriate minimum salary benchmarks for the various different categories of teacher performance.”

In the wake of these pioneering efforts, Odden has seen the interest in alternative teacher compensation continue to grow, both in the state and across the nation.

“There is substantial awareness of these ideas in Wisconsin,” said Odden, who has made numerous presentations to education profes-

## Cincinnati’s plan

The Cincinnati Public Schools, working with the Cincinnati Federation of Teachers, created a knowledge- and skills-based pay structure. That process included:

**Adopting teaching standards** with 17 components and 66 elements, describing specific teaching practices, organized into four domains: 1) planning and preparing for student learning, 2) creating an environment for learning, 3) teaching for learning, and 4) professionalism.

**Restructuring teacher evaluations** and revising professional development around the teaching standards.

**Creating a salary schedule** with five categories of teachers: apprentice, novice, career, advanced, and accomplished, with placement tied to scoring on evaluations. Teachers in the two lowest categories have a fixed number of years to move up or lose their jobs.

**Developing school-based performance bonuses** based on goals in the district’s strategic plan and measured by Ohio state proficiency tests.

sionals around the state. Wisconsin, like several other states, already has moved toward licensing teachers on the basis of knowledge, skills, and instructional expertise.

Nationally, a conference on teacher pay systems, which drew no more than 50 people five years ago, attracted more than 300 last fall, even as the economy soured and the nation dealt with the impact of the September 11 attacks.

Still, Odden added, “the recession is throwing a big wrench into this.” Tightened public budgets have made it more difficult to fund systems aimed at paying teachers more.

In Iowa, for example, he said, “They’re running into problems because of the money, but they’re moving forward.”

“It’s a harder sell,” he said, but “the interest is high.”

# In defense of intellectual freedom

## *CCBC empowers librarians, teachers with information*

**H**aving a book challenged or questioned can be an emotional, unnerving experience for a teacher or a librarian.

“It can be really scary,” said Ginny Moore Kruse, director of the Cooperative Children’s Book Center (CCBC) at the University of Wisconsin–Madison.

Kruse, a former teacher, school and public librarian, brought her experience in fielding book complaints along when she joined the CCBC in 1976. She

immediately recognized that the center’s collection of reference materials could be useful in responding to book challenges. Under her direction, the CCBC has become a leading resource in defending intellectual freedom for books for children and young adults across Wisconsin.

Local teachers and librarians, while knowledgeable about books, have so many other things on their minds each day, she explained. Book complaints can catch them off guard. At the CCBC, however, she said, “We’re steeped in it (books for children and young adults). ... We’re thinking about it all the time.”

When a teacher or librarian alerts the CCBC about a book question or complaint, Kruse and her staff try to deliver a response by

the following day. Based on the idea that “information is power,” they rush to compile and disseminate materials that enable teachers and librarians to respond. Most books for children have a long paper trail, Kruse noted.

Over the past decade, the CCBC has recorded from 70 to 140 intellectual freedom “transactions” per year.

“I’m really amazed at how naturally it fits in with what we do,” said Kruse. On the other hand, “it never is natural for the people involved locally.”

She always tries to speak directly with whoever initiates a contact to make sure that the CCBC fully understands the nature of the complaint or question. “Sometimes the same book could have more than one type of complaint,” she explained, “and we want to provide thematic or topical information related to the exact complaint.”

She also finds out if local policies and procedures exist and are being followed. Sometimes, she suggests contacting someone with expertise in particular areas, perhaps within the Department of Public Instruction or the UW–Madison School of Education.

What she doesn’t do is get directly involved. She doesn’t recommend specific steps and she doesn’t assume an advocacy role. “That’s their business,” Kruse said. “We don’t take a position here. In Wisconsin, there’s a long-standing respect for local control.”

The CCBC doesn’t ask how the information it provides is used, but does seek feedback later on the outcome. Challenges rarely result in the removal of a book, she said.

Also, most situations are resolved without going to the final and most visible step in democratic process, public hearings.

While Kruse considers it a serious matter when someone attempts to limit everyone’s access to a particular book, she routinely urges respect for anyone who questions or challenges a book.

“We all have the right to ask questions,” she said. She described these situations, although sometimes traumatic for those involved, as “an exercise in the application of the First Amendment locally.”

She also has a message for those who raise questions: “We wish everyone cared as much as you do.”

Kruse’s concern for intellectual freedom has led to her involvement at the national level. She has served on the American Library Association’s Intellectual Freedom Committee and as a trustee of two other organizations that support intellectual freedom, the Freedom to Read Foundation and the LeRoy C. Merritt Humanitarian Fund. She also has chaired the Intellectual Freedom Committee of the American Association of School Librarians.

Kruse and the CCBC have received several awards for this work, including SIRS Intellectual Freedom Awards from the American Association of School Librarians (ALA) and the Wisconsin Library Association; Roll of Honor of the Freedom to Read Foundation (ALA); SLATE Intellectual Freedom Award from the National Council of Teachers of English; and the Burrell Intellectual Freedom Award from the Wisconsin Council of Teachers of English.



**Ginny Moore Kruse**

Most recently, Kruse has been serving on a task force aimed at creating a broad, statewide intellectual freedom coalition. This effort led to the Intellectual Freedom Leadership Institute, held in Wausau on Feb. 4. The institute drew 50 people from 20 organizations, representing educational, legal, media, literary, and other interests from around the state. After a day

of both large- and small-group discussions, the participants agreed to continue looking into options for combining and coordinating their efforts.

"I'm pleased with the tone and vigor of the assembled individuals," Kruse said. "I'm astonished to realize how little we know even as citizens about each other's intellectual freedom concerns."

## Get your copy of CCBC Choices 2002

*CCBC Choices 2002* is now available, listing 193 books for children and young adults published in 2001 that have been recommended by the staff of the School of Education's Cooperative Children's Book Center (CCBC).

Designed with the needs of teachers, librarians, day-care providers, and others who work with children in mind, *CCBC Choices 2002* is arranged into theme-based and genre categories, along with cross-references and a subject index. This comprehensive best-books list also features observations on the publishing year, including the CCBC's annual multicultural literature statistics.

### Free copies of *CCBC Choices 2002* are available:

- ▶ To any School of Education alumni who requests one by contacting the School's External Relations Office by mail at Box 21 Education Building, 1000 Bascom Mall, Madison, WI 53706-1398; by phone at (608) 265-7875; or by e-mail at [soenews@education.wisc.edu](mailto:soenews@education.wisc.edu).
- ▶ To anyone who stops by the CCBC, in Room 4290 of Helen C. White Hall on the UW-Madison campus.

### Copies of *CCBC Choices 2002* also are available by mail:

- ▶ To Wisconsin residents who send \$2.25 to cover postage and handling to *CCBC Choices*, 600 N. Park St., Room 4290, Madison, WI 53706.
- ▶ To non-Wisconsin residents who send \$7 to the Friends of the CCBC, Inc., P.O. Box 5288, Madison, WI 53705.

Kathleen T. Horning, Ginny Moore Kruse, Merri V. Lindgren, and Megan Schliesman contributed to *CCBC Choices 2002*. The CCBC is a noncirculating examination, study and research library for adults with an interest in children's and young adult literature.

For information about other publications compiled and/or written by CCBC staff, go to: [www.education.wisc.edu/cbc/public2.htm](http://www.education.wisc.edu/cbc/public2.htm)

**CCBC Choices added to online database:** Reviews from *CCBC Choices*, from 1996 to the present, are now available online the Children's Literature Comprehensive Database (CLCD).

Established in 1999, the CLCD and its sister company help teachers, librarians, childcare providers, and parents make appropriate literary choices for children. The CLCD database currently contains more than 70,000 reviews, with an average of 1,000 added each month. For more information, visit [www.childrenslit.com](http://www.childrenslit.com).

## To get CCBC help

- ▶ Intellectual freedom information services of the Cooperative Children's Book Center are available to anyone serving minors in Wisconsin libraries and schools.
- ▶ A librarian or teacher who receives a question or complaint about a children's book should contact the CCBC as soon as possible, even before any complaint is formalized.
- ▶ Inquiries should include: Complete book title, author's name, copyright date, nature of the complaint or question, what has happened so far, how soon a response is needed, your address and phone number.
- ▶ CCBC staff will compile available copies of reviews, lists of awards and distinctions for the book in question, and articles on the genre, if applicable. The information provided also will include general information about responding to challenges of children's and young adult books.

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Phone: (608) 263-3720

E-mail: [ccbcinfo@education.wisc.edu](mailto:ccbcinfo@education.wisc.edu)  
Web site: <http://www.education.wisc.edu/ccbc>

## Margaret Willey wins 2002 Charlotte Zolotow Award

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# Buenos dias, Midvale!

## UW project introduces elementary students to Español

A dozen pairs of eager eyes follow student teacher Nicole Weston as she whirls from one part of her lesson to the next. As she sets up a matching game, Nicole leads the attentive first-graders in a gleeful chorus of counting.

*“Uno, dos, tres, cuatro, cinco ...”*

Using a lively mix of gestures, colorful props, and steady banter, Weston keeps the children engaged in a language still new to most of them. But, thanks to this UW–Madison project at Madison’s Midvale Elementary School, these young children are quickly picking up bits of *Español*.

During one segment, a girl announces that one of her classmates is celebrating his 7<sup>th</sup> birthday. On a cue from Weston, the entire class launches into a *cumpleaños* song that they’ve obviously sung before.

Throughout the lesson, the student teacher gently prods and prompts every child to participate. No one gets left out in this class, which reflects Midvale’s nearly even mix of African-Americans, Asians, Latino, and white students. When finished, Weston, an elementary education major from West Bend, Wisconsin, packs up her materials and then transports her mobile classroom to a workroom upstairs. She will return to Sara Gramer’s class the next day.

Midvale, a K–2 school paired with Lincoln Elementary School (grades 3–5), has embraced the idea of infusing Spanish into the curriculum, according to Denise Hanson, the on-site project coordinator for UW–Madison.

The project, Team Teach Elementary Foreign Language (TTEFL), started as a small pilot program in the 2001 spring semester and, with grant funding,



**Student teacher Nicole Weston leads first-graders at Madison’s Midvale Elementary School through the day’s Spanish lesson as part of a UW–Madison pilot program.**



expanded this year to the entire school. By this spring, all 24 teachers at Midvale had agreed to participate. That means School of Education student teachers are serving a 30-minute taste of Spanish to every Midvale student two to four times a week.

The benefits of this go beyond simple acquisition of a second language, Hanson said. Learning another language before the age of 10 stimulates brain development, she explained, which in turn increases children’s ability to acquire other languages, along with other types of knowledge. “Before

the age of 10 is key,” she emphasized. She also suggested that foreign language instruction at the elementary level could contribute toward efforts to improve overall achievement by minority students.

“I’m totally passionate about this,” said Hanson, who is on leave from her full-time position as Spanish teacher at Madison West High School to oversee the experimental program.

Meanwhile, several parents of Latino students – who already use Spanish in their daily lives – have written letters about the program’s positive impact on their children. “They feel so proud of their language,” Hanson said.

At Midvale, Spanish instruction begins with such basics as the alphabet, counting, days, and months. Thematic units are designed according to state standards to fit into individual teachers’ curricula, whether in math, social studies, science or physical education. “We go with the classroom teachers’ needs,” Hanson said.

Thanks to TTEFL, 12 UW–Madison students will qualify for certification to teach Spanish at the elementary level. Some came to the program on a training sequence as regular elementary teachers, while others, trained to teach Spanish in grades 6–12, joined to earn an add-on K–5 certification.

TTEFL differs from traditional teacher education programs in that participants have no “cooperating teachers.” Instead, regular classroom teachers who elect to include Spanish are considered “mentor teachers.” Since many of the mentor teachers know little

## Forgiveness in Northern Ireland

### *Activist turns to Enright to help address "The Troubles"*

"Healing the wounds of Northern Ireland, that's what I'm all about," Anne Gallagher told the audience in the Wisconsin Union Theater.

Gallagher knows all too well about the wounds inflicted throughout "The Troubles" in her homeland. The former nurse has tended to victims of bombs and bullets on both sides of the sectarian divide. As a midwife, she has tended to the births of Protestants and Catholics alike. As a Catholic with four brothers among the ranks of the Irish Republican Army, she has suffered the anguish of having close relatives imprisoned and slain.

Today, she vigorously promotes the need for "Seeing Humanity in the Face of the Enemy," the title of her presentation at UW-Madison on February 25. In her quest for peace, Gallagher believes that she has found "the miracle for Northern Ireland" in Madison, in the guise of Robert D. Enright and his research team's pioneering approach to forgiveness.

"She has said that our forgiveness education program is the major missing piece of the peace movement puzzle there," said Enright, a professor in the Educational Psychology Department of the UW-Madison School of Education, and president of the International Forgiveness Institute. "I have to take her words very seriously, given who she is, what she has accomplished, and what she has been through."

Forgiveness, Gallagher told a captivated Madison audience, "isn't a word that's talked about in Northern Ireland." Later, she emphasized, "Thirty years on, this needs to be talked about."

"Since coming to Madison and meeting with my research team," Enright said, "Anne has made the decision to work full-time on forgiveness education in Northern Ireland."



**Anne Gallagher talks about her efforts to bring peace to Northern Ireland by bringing together ex-prisoners from both sides in the long-running conflict before an audience her speech in the Wisconsin Union Theater.**

He brought Gallagher to campus in part as "a gift to our community," he said. "One of her brothers, Dominic, was the head of the IRA and the most wanted man in Northern Ireland. He was gunned down by paramilitary soldiers. Yet, she works for peace through her highly successful Seeds of Hope organization. It is an incredible story."

Enright also described her Madison visit as the beginning of "what I hope will be a long and fruitful collaboration in bringing forgiveness education to the schools and churches of Northern Ireland. Anne has the deepest of respect in both Republican – those

who want a united Ireland run by the Irish – and Loyalist – those who want the six counties of Ulster to be under British rule – communities. She can open doors for the work and be a marvelous contributor to the forgiveness work there."

"I saw myself in a privileged position," explained Gallagher, of her abilities to relate with people on both sides. After a car accident more than decade ago, she resolved to use her unique position to do something practical to address "The Troubles," as the decades-old conflict is known.

She speaks passionately about the need to reject the victim/perpetrator cycle of revenge and focus on underlying causes of the conflict. Inspired by one of her brothers, she brought Republican and Loyalist ex-prisoners together to discuss their artwork, meetings that allowed long-time enemies to begin seeing the humanity in each other. "They were just talking about what they had in common."

The Seeds of Hope organization sprang from these gatherings.

**International Forgiveness Institute Web site:**

<http://www.forgiveness-institute.org/>

Spanish and lack knowledge of foreign language methods, the on-site coordinators, Hanson and Donna Vukelich, observe each student teacher in the classroom at least twice a week.

The project also includes the development of up to 20 short instructional videos on thematic units, funded by a TEACH

(Technology for Educational Achievement) grant.

"We hope that this program will become an integral part of both Midvale and Lincoln elementary schools and thus make a lasting impact on the knowledge and academic success of the students who go through the program," said the project's principal investigator,

Francois Tochon, professor and head of foreign language education in the School of Education's Department of Curriculum and Instruction. "We also are convinced that this program is a model that could be successfully implemented in any of Madison's elementary schools."

**Kati Casida** (B.S. in art education, '53) led the collaborative art installation of "Rhythms," which combined music, sculpture, neon, and video, at the Jazschool in Berkeley, Calif., on January 20. Casida, the former Katherine Monson, says the New Year's Eve 2000 millennium festivities in Rio de Janeiro, with the scintillating music, dancers, light shows, and fireworks of Copacabana Beach, inspired her with this project.

**Deborah B. Cureton** (Ph.D. in curriculum and instruction, '80) became campus executive officer and dean of the University of Wisconsin-Richland in Richland Center last July. Previously, she had served as associate dean of the University of South Carolina, Lancaster since 1996.

**Donald J. Dessart** (B.S. in mathematics, '50, M.S. in education and mathematics, '55) has received a prestigious Lifetime Achievement Medal from the Mathematics Education Trust (MET). Dessart, 74, a professor of mathematics and mathematics education at University of Tennessee, Knoxville, now teaches part-time on a post-retirement appointment. He received an Alumni Achievement

Award from the UW-Madison School of Education in 1998.

**Sandra C. Fernandez** (B.S. in art, '91; M.A. in art, '92; M.F.A. in art '95) was among nine artists whose works were featured last year in *Art Across Borders*, a public art project of the Women in Arts Focus Group in Buffalo, New York, held in celebration of the Pan-American Exhibition Centennial. Fernandez's Homage to the Unknown Woman, a sculpture of copper sheets and steel wire mesh, was installed at the Buffalo Police Department B-District.

**Bradley A. Holtman** (B.S. in French education, '76) recently set up an exchange program between Mansfield University of Pennsylvania, where he is an associate professor of foreign languages (German & French) and foreign language teaching methods, and the Friedrich-Schiller-Universität in Jena, Germany. Holtman also has served as president and treasurer of the Pennsylvania Association of Foreign Language Departments.

**William Hughes** (B.S. in elementary education, '77; M.S. in educational administration, '84; Ph.D. in educational administration, '92) has been appointed to the Executive Board for the Compact for Citizenship and Learning, a division of the Education Commission of the States based in Denver, Colorado. The CLC is an organization of chief state school officers and district superintendents working to raise student achievement by involving students in service learning and expanding the use of volunteers in schools. Hughes has served as superintendent of the Greendale School District in suburban Milwaukee since 1996.

**Judith E. Jaffe** (B.S. in elementary education, '68) has implemented the Chicago Public Schools' first formal program of animal-assisted therapy, using Star II, a facility-trained assistance dog from the organization Canine Companions for Independence. Jaffe has worked for the Chicago district for 30 years, including eight as an elementary school teacher and the

remainder as a social worker in elementary schools.

**Marsha Konz** (Ph.D. in educational administration, '89) has been appointed dean of the School of Graduate Studies at Concordia University Wisconsin, Mequon. Konz, who has been at Concordia since 1991, is a professor in the School of Education.

The Association of Jewish Libraries has named **Marc Kornblatt's** novel, *Understanding Buddy* (Margaret K. McElderry/Simon & Shuster, 2001), among the 2001 Notable Children's Books of Jewish Content by the Association of Jewish Libraries. Kornblatt (B.S. in elementary education, '01) currently teaches fifth grade at Lincoln Elementary School in Madison.

**Meredith Mountford** (Ph.D. in educational administration, '01) has received the 2002 Dissertation of the Year Award from the American Educational Research Association's Special Interest Group - Research on the Superintendency. Mountford, who is currently an assistant professor at the University of Missouri, received the award in April at the AERA convention in New Orleans.

**Connie Mudore** (M.S. in counselor education, '86) spent the first two weeks of November as an American Red Cross disaster mental health volunteer in New York City. She worked two blocks from the World Trade Center site, at Respite Center 1, where police, firefighters, construction workers, and soldiers could take breaks from their work at "the pile." Mudore is a school counselor in the Sauk Prairie School District.

**Dick Murphy** (B.S. in physical education, '52) was inducted on September 7, 2001, into the University of Wisconsin Athletic Hall of Fame for his accomplishments on the university's boxing team. Murphy, who lives in Middleton, was team captain in 1951 and co-captain of the 1952 NCAA championship team. His lifetime boxing record of 69-5-2 includes several tournament championships in his weight class.

**Glenn Olsen** (Ph.D. in educational administration, '85) has been named a

## 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:

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Box 21 Education Building  
1000 Bascom Mall  
Madison, WI 53706-1398

Or via e-mail to: [soenews@education.wisc.edu](mailto:soenews@education.wisc.edu)

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

full professor in the Department of Teaching and Learning Development at the University of North Dakota in Grand Forks, where he also serves as program coordinator for Early Childhood Education. Olsen also has co-authored/edited two books, *Teasing and Harassment: A Guide for Parents & Teachers* (1999) with John Hoover, and *Home-School Relations: Working Successfully with Parents and Families* (1998) with Mary Lou Fuller.

**Terry K. Peterson** (B.S. in chemistry education, '67) won a five-year \$1 million grant from the Mott Foundation to help local, state, and national policymakers and their associations develop policies to expand after-school learning opportunities and transform schools into community learning centers working through the University of South Carolina and University of Charleston. From 1993 to 2001, he was the counselor and senior advisor to the U.S. secretary of education.

**Rebecca Rosenberg** (B.S. in elementary education, '93; M.S. in curriculum and instruction, '00) has been selected as part of a team from Lincoln Elementary School in Madison to share environmental education projects with colleagues in Japan. Rosenberg, a third-grade teacher, will spend a six-week residency in Japan, working with colleagues there. The U.S. Department of Education, the Fulbright Memorial Fund Master Teacher Program, and the Center for Global Communications of International University in Japan jointly run the project, which involves 28 teams for both countries.

**Connie Schroeder** (Ph.D. in educational administration, '01) received the Robert J. Menges Research Award from the Professional and Organizational Development Network in Higher Education at its recent meeting in St. Louis. The award was based on her dissertation, which focused on "Faculty Change Agents: Individual and Organizational Factors that Enable or Impede Faculty Involvement in Change."

## Recent alumni, staff publications

*Scientists in the Classroom: The Cold War Reconstruction on American Science Education*, by **John L. Rudolph** (assistant professor, curriculum and instruction). New York: Palgrave/St. Martin's Press, 2002.

*The Acoustic Analysis of Speech (2nd Edition)*, by Raymond D. Kent and **Charles Read** (Dean, School of Education). San Diego: Singular Publishing Group, 2000.

*Meeting the Needs of Students of ALL Abilities: How Leaders Go Beyond Inclusion*, by **Colleen A. Capper** (professor, educational administration), Elise Frattura and Maureen Keyes. Newbury Park, Calif.: Corwin Press, 2000.

*Deciding Usage: Evidence and Interpretation*, by **J. Stephen Sherwin** (B.S. '45 in English and secondary education). Lanham, Md.: University Press of America, Inc., 2000.

*Proof in Print: A Community of Print-making Studios*, by Boston Public Library in cooperation with Mixit Print Studio. Boston, Mass.: Boston Public Library, 2001. **Jane Goldman** (M.F.A. '78 in graphic arts) and **Catherine Kernan** (M.F.A. '80 in graphic arts) are co-owners of the Mixit Print Studio.

*Facilitated Communication Case Studies: See Us SMART!* by **Charlene (Cape) Brandl** (B.S., 1965, M.S., 1966; counseling and behavioral studies). Ann Arbor, Mich.: Robbie Dean Press, 1999.

*The Meaning of Everyday Occupation*, by **Betty Hasselkus** (professor emeritus of occupational therapy). Thorofare, N.J.: SLACK Inc., 2002.

*The Lutheran Parochial School: Dates, Documents, Events, People*, by **Wayne E. Schmidt** (Ph.D. '68 in educational policy studies, M.S. '60 in curriculum). St. Louis, Mo.: Concordia Seminary Publications, 2001.

## Get Physical: Live Better at Any Age!



**Edward Howley**

As we get older – and all of us, whether we're 25 or 65, are getting older – should we just accept the belief that our fitness will naturally decline as our years advance? Not on your life! Instead, we should get up and get

moving, advises Edward Howley, president-elect of the American College of Sports Medicine (ACSM), the world's largest and most prestigious sports medicine and exercise science association.

Howley, a UW–Madison School of Education alumnus who has been on the front lines of promoting practical, scientifically sound approaches to fitness, will be the featured speaker at the Alumni Weekend 2002 program, on Saturday, May 11.

A professor and head of the Department of Exercise Science and Sports Management at the University of Tennessee, Howley will share his expertise, citing the latest research, on finding the right exercise prescriptions to meet our own individual needs. He will offer practical suggestions on how we can overcome the most difficult obstacle for many of us – simply getting started.

The day's events, held on campus at Lathrop Hall, 1050 University Avenue, will begin with a complimentary reception at 9 a.m., followed by the program and the presentation of the 2002 School of Education Alumni Awards at 10 a.m. These events are open to all who wish to attend.

An alumni social and luncheon will be held from 11:30 p.m. to 1 p.m. Those who plan to attend must register, with payment of \$20 per person, no later than May 6.

For more information, please contact the Education Alumni Office at (608) 262-0054 or via e-mail at: [boebel@education.wisc.edu](mailto:boebel@education.wisc.edu).

**Kenneth Zeichner**, professor of curriculum and instruction and associate dean of the School of Education, is this year's recipient of the Margaret Lindsay Award, given by American Association of Colleges for Teacher Education (AACTE) to honor research and writing that has made a major impact on the field of teacher education.

Zeichner is a leading scholar of teacher education, analyzing the processes and outcomes of innovative practices. He is internationally known, with strong commitments to programs in Africa and South Africa, as well as in the United States and Europe.

**Carol Pylant**, professor of art, has been appointed the Emily Mead Baldwin-Bascom Professor of the Arts, effective July 2002. Using the stipend from this two-year professorship, along with a Graduate School Research Award, Pylant intends to develop a series of oil and mixed media paintings that explore the relationship between pagan and Christian imagery from the past and its relevance to the present. As part of her research, she will work as an artist-in-residence at the Fundacio Tallers J. Llorens Artigas, near Barcelona, Spain.

**Paula Panczenko**, director of Tandem Press, was elected to the Board of Directors of the International Fine Print Dealers Association (IFPDA). The IFPDA is a nonprofit organization dedicated to ensuring the highest ethical standards and quality among fine print dealers, and to promoting greater appreciation of fine prints. The organization includes 150 members in 13 countries.

**Jee-Seon Kim**, an assistant professor in the quantitative methods area of educational psychology, recently won the Mary Catherine Ellwein Outstanding Dissertation Award from the American Education Research Association for her dissertation "A Unifying Framework for the Analysis of Continuous and Discontinuous Change." This prestigious award is made annually for the best dissertation employing quantitative methods in the study of educational problems.

Kim, originally from Seoul, Korea, received a Ph.D. in quantitative psychology with a split minor in cognitive psy-

chology and mathematics at the University of Illinois at Urbana-Champaign. Kim joined the UW-Madison department in 2001 and teaches statistical methods courses for graduate students as well as seminars for advanced students.

**Bruce E. Wampold**, professor of counseling psychology, was awarded Diplomate Status by the American Board of Professional Psychology in Counseling Psychology. Diplomate status involves a long process of work samples and exams and is typically the highest status one can obtain in the practice of professional psychology.

**Raymond Gloeckler**, professor emeritus of art, has been inducted as a fellow of the Wisconsin Academy of Sciences, Arts and Letters, its highest honor. Gloeckler is regarded among the world's masters of the wood engraving art. His works have been exhibited in major museums and galleries throughout the world.

**Amy Stambach**, assistant professor of educational policy studies and anthropology, recently completed a series of conferences under the Spencer Advanced Studies Fellowship Program in San Francisco, Chicago, and North Carolina, titled "Rethinking the Interrelation of Anthropology and Education," with colleagues Kathleen Hall (School of Education, University of Pennsylvania) and Bradley Levinson (School of Education, Indiana University).

*Educating the "Right" Way: Markets, Standards, God, and Inequality* (Routledge, 2001), the latest book by

**Michael W. Apple**, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, has been awarded the Critics' Choice Award by the American Educational Studies Association. Translations of the book into Spanish, Portuguese, Korean, and Greek are already in progress.

**Joseph Koykkar**, music director for the Dance Program, had a new composition, *Panache*, performed in Philadelphia and Wilmington, Del., by the Relache Ensemble, Philadelphia's new music ensemble, in September. Another new work for the Robin Cox Ensemble

was performed in Los Angeles and other Southern California locations in October.

**Douglas Rosenberg**, assistant professor in the Dance/IATECH program, was an artist-in-residence last October at the Mostra Video Danza in Barcelona. The festival featured a screening of recent work. Rosenberg lectured on recent developments in dance and technology.

## Obituaries

**N. Wayne Taylor** (emeritus professor of art; art department chairman, 1981-84) died July 30, 2001, after a long illness. Taylor was a sculptor, painter, and printmaker whose work has been widely shown in U.S. galleries and museums. He joined the UW-Madison faculty in 1963 and taught for 30 years. He was a prolific artist, who also regarded fly-fishing, another passion of his, as an impressionist activity related to art.

**Lavern E. "Ernie" Moll** (emeritus professor of art; art department chairman, 1973-77) died December 27, 2001, after fighting cancer for more than 20 years. Moll joined the school's art department in 1964 and taught sculpture for 23 years. His works have been displayed nationwide. As self-taught computer expert, he helped to install the department's first computer system and was known for inventing unique gadgets and tools to help other artists. A memorial service was held Jan. 5, 2002, at Olbrich Botanical Gardens in Madison.

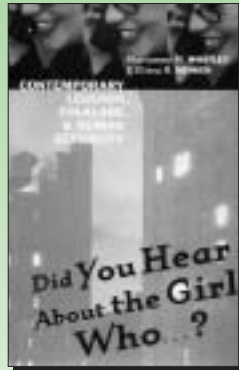
**Arthur A. Krueger** (emeritus professor of physical education) died May 2, 2001. Krueger, a decorated World War II bomber pilot, joined the physical education faculty in 1952 and, over 33 years, taught a total of nine aquatic and sports activities. He was regarded as a master teacher in the physical education program's bowling, golf, handball, and conditioning courses. He also coached diving and swimming from 1953 to 1964. He played a significant role in starting the Wisconsin State Special Olympics and serving as an official.

## Whatley: Folklore affects our beliefs on sexuality

Anyone doing sexuality education, from teachers and health care providers to parents, should pay attention to the folklore about sexuality circulating among adolescents and young adults, advises Mariamne H. Whatley, the Evjue-Bascom Professor of Women's Studies, professor of curriculum and instruction, and associate dean of the UW-Madison School of Education.

"It can give insights into misunderstandings, anxieties, and fears of the group," said Whatley, who has co-written with her sister, Elissa Henken, a folklorist at the University of Georgia, a book on the subject, *Did You Hear About the Girl Who ...?: Contemporary Legends, Folklore, and Human Sexuality* (New York University Press, 2001).

The book has generated attention, including a January 21 column in the *Los Angeles Times* and reviews in the *Journal of Folklore Research*, *The Women's Review of Books*, *The*



*Journal of Sex Research*, and the British journal *Sex Education Matters*. Whatley and Henken also have been interviewed on Australian ABC radio and locally on WORT.

The authors point out that a large part of what we know about our bodies we have learned informally, on the playground or in school halls, from piecing together information from folk beliefs, jokes and legends.

Whatley and Henken tell what the hundreds of sexually themed stories and jokes collected from college students reveal about our sexual attitudes. The authors confront false beliefs and stereotypes about sexual behavior and use folklore as a tool to educate students about sexual health and gender relations.

Legends persist, they write, because they make for good narrative. To be effective, lessons should assume the same compelling tone.

"Teaching only the facts is not good pedagogical technique," said Whatley. "Scientific facts also can coexist with misinformation. Students can learn about physiology and how reproduction works, but they may still firmly believe that they won't get pregnant if they have sex standing up."

## Willey wins 2002 Charlotte Zolotow Award

Margaret Willey has won the fifth annual Charlotte Zolotow Award for outstanding writing in a picture book for *Clever Beatrice*, a tall tale based on an amalgam of French-Canadian *contes* told in lumber camps in Michigan's Upper Peninsula.

*Clever Beatrice*, illustrated by Heather Solomon and edited by Caitlyn Dlouhy, is published by Atheneum Books

for Young Readers, an imprint of Simon & Schuster. In this lively tale, set in the Upper Peninsula, Beatrice challenges a rich, gullible giant to a contest of strength in order to win his gold. More than once, the small, quick-witted girl not only outsmarts the giant without so much as lifting a finger, but

leaves him feeling lucky to have lost only a bit of his gold.

The Zolotow Award – given by the Cooperative Children's Book Center, a library of the University of Wisconsin-Madison School of Education – 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 the

University of Wisconsin in Madison from 1933 to 1936.

The award was to be presented April 29 in Madison.

The award committee also cited these books:

► **Honor Book:** *Five Creatures*, written by Emily Jenkins and illus-

trated by Tomek Bogacki, edited by Frances Foster and published by Frances Foster Books, an imprint of Farrar Straus Giroux.

► **Highly Commended:** *Come Back, Hannah* by Marisabina Russo (Greenwillow/HarperCollins); *Grump* by Janet S. Wong (McElderry); *Gugu's House* by Catherine Stock (Clarion); *Henry's First Moon Birthday* by Lenore Look (Anne Schwartz /Atheneum); and *Mabel the Clever* by Margaret Read MacDonald (Albert Whitman).

For more information on the Zolotow Award, including past winners, go online to:

[www.education.wisc.edu/cbc/zolotow.htm](http://www.education.wisc.edu/cbc/zolotow.htm)



**Margaret Willey**



## Resources for alumni, educators

### Online credentials services expanded

Recently improved and expanded credential services are available to School of Education alumni through Educational Placement and Career Services (EPCS), the School's career service office.

EPCS now maintains credentials in an electronic format providing alumni with easier access, speedier delivery, and greater convenience through:

- ▶ Online credential delivery request via the World Wide Web for alumni with active files.
- ▶ Delivery to employers quickly and efficiently via e-mail or through the World Wide Web in addition to mail or fax.
- ▶ Capability for tracking online which letters are in their credential files online, which is especially useful in monitoring new references.

With the new content options, alumni can provide a more complete application package, including:

- ▶ A one- or two-page resume instead of the one-page data sheet
- ▶ A copy of university/college transcript instead of the course summary
- ▶ Up to 10 reference letters.

EPCS still provides authentic credentials. At a time when document authenticity is an increasing problem, EPCS offers authentic credential services that allow employers to view references with confidence. Writers send letters of reference directly to EPCS, which sends copies to employers. Receiving a UW–Madison credential is the

same as if employers received letters directly from the writer.

“We are very pleased to be able to offer our students and alumni these new, improved services,” said EPCS Director Steve Head.

Head noted that these new services come with no increase in the registration fee for alumni. The \$50 fee includes both the new electronic services and the costs of copying and distributing up to 20 sets of credentials.

EPCS guarantees that credentials will be sent out in one to three business days after a request has been submitted. Special handling requests, such as faxing, should be made by telephone or in writing.

For more information, call EPCS at (608) 262-1755.

#### EPCS Web site:

<http://careers.education.wisc.edu/>

### Searching educational journals made easier

Whether you are looking for journals about educational technology, school administration, or electronic journals for K–12 teachers, finding what you want has become easier with the recent launch of *Education Journals: An Annotated Database*, now available on the Internet at <http://webcat.library.wisc.edu:3102>

The staff of the Center for Instructional Materials and Computing, a unit of the UW–Madison School of Education, collaborated with the General Library System to develop this resource, an adaptation of the CIMC's respected *Annotated List of Education Journals*.

The new *Education Journals* provides a searchable database of English language print and electronic journals on K–12 and teacher education. School library media specialists and others who are developing resource collections for educators may find the database especially helpful.

Users also are invited to help expand the database by submitting information about additional titles. Within 24 hours after the database was launched, the CIMC received two submissions and two institutions expressed interest in collaborating to expand the scope to include higher education.

The database is searchable by title, subject, keyword and educational level. Subjects are modified from the ERIC Thesaurus of Educational Descriptors. Each entry includes title information and a descriptive annotation of the journal as well as links to the publisher's Web page and any electronic versions of the title.

**Webliographies:** The CIMC also has developed Web-site listings on a variety of topics, tied to specific events, such as the September 11<sup>th</sup> tragedy, and observances throughout the year. Webliographies include African-American Heritage Month; Women's History Month; Foreign Language Month; National Poetry Month; Asian Pacific American Heritage Month; Gay and Lesbian Pride Month; Hispanic Heritage Month; Native American Heritage Month; and Universal Human Rights Month. They are available at <http://cimc.education.wisc.edu/ref/resources/webliographies/index.html>

## UPCOMING WORKSHOPS

### Technology for educators

#### **The Electronic Portfolio: What Is It? Why Do You Need One? How Is It Created?**

Wednesday, June 12,  
from 8 a.m. to 4:30 p.m.

Under the new Wisconsin teacher licensing standards (PI 34), educators are required to prepare a “personal professional development plan” for Initial and Professional Educator Licenses and “a portfolio of authentic work” for the Master Educator License. This workshop will explain the basics of the electronic portfolio and help teachers organize, record and display to best advantage their continuing professional growth. For more information, contact Julie Seaborg at (608) 262-5315 or via e-mail, [seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu)

#### **Using Technology in Educational Settings: Are You Breaking the Law?**

Thursday, June 13,  
from 8 a.m. to 4:30 p.m.

The Technology, Education and Copyright Harmonization (TEACH) Act, the first proposed legislation in more than 20 years to address the use of copyrighted

works in distance education and online course situations, would enable educators to lawfully use copyrighted works in much the same way as they do when teaching face-to-face in the classroom. This workshop will address the ways that schools can use technology responsibly. For more information, contact Linda Shriberg at (608) 262-4477 or via e-mail at [shriberg@education.wisc.edu](mailto:shriberg@education.wisc.edu)

Both workshops will be held at the Pyle Center, 702 Langdon Street, Madison. They are sponsored by the School of Education’s Department of Curriculum and Instruction, Educational Placement and Career Services, Instructional Media Development Center, and the Office of Education Outreach.

For general information about School of Education outreach programs, contact the Office of Education Outreach, Suite 304, Lathrop Hall, 1050 University Ave., Madison, WI 53706-1386. Phone (608) 263-5140. Fax (608) 265-4309.

#### **E-mail:**

[outreachinfo@education.wisc.edu](mailto:outreachinfo@education.wisc.edu).

#### **Web site:**

[www.soemadison.wisc.edu/outreach](http://www.soemadison.wisc.edu/outreach)

### Intensive video dance workshop

Douglas Rosenberg, assistant professor in the Dance/IATECH program, will conduct an intensive intermediate/advanced video dance workshop June 3-14. The workshop includes: daily movement classes with Li Chiao-Ping; hands-on training in video dance/camera technique and composition; hands-on training in digital post-produc-

tion (Final Cut Pro); dance film and video screenings; and daily feedback and theory group sessions.

The faculty also includes dance historian/critic Sally Baner, philosopher Noel Carroll and composer Todd Ingalls. For details about the workshop, go to: [www.dvpg.net/videodance/](http://www.dvpg.net/videodance/)

### Distance teaching, learning conference coming to Madison

The 18th Annual Conference on Distance Teaching and Learning is expected to draw more than 1,000 distance education practitioners, managers, trainers, and researchers from education, business and industry, the military, and governmental agencies to Madison’s Monona Terrace Community and Convention Center on August 14-16.

One of the leading forums for distance education, the conference will feature more than 125 presentations, workshops, panel discussions, advanced seminars, and information sessions.

For more information or to receive a printed brochure, contact Kimary Peterson at (608) 265-4159 or via e-mail at [distel@education.wisc.edu](mailto:distel@education.wisc.edu). Or go to the conference Web site: [www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference).

The conference is sponsored by the University of Wisconsin-Madison and organized by the Graduate Program in Continuing and Vocational Education.

### Occupational therapy WEB SITES

**OCCUPATIONAL SCIENCE:** A new Web site, [www.education.wisc.edu/occupational\\_science/](http://www.education.wisc.edu/occupational_science/), provides resources for students and researchers in occupational science—an academic discipline that uses systematic methods to investigate the relationship of daily occupations (all daily activities that “occupy” our time, not just employment) to health and well-being. Elizabeth Larson, an assistant professor of occupational therapy, worked with the Instructional Media Development Center (IMDC) to develop the site.

**MATERNAL AND CHILD HEALTH:** The UW-Madison Maternal and Child Health Bureau’s Center for Leadership in Occupational Therapy Education has launched a Web site, <http://ot.education.wisc.edu>, to disseminate information on current issues in maternal and child health, as they relate to occupational therapy and child development, research at UW-Madison, and graduate training opportunities at the Center for Leadership in Occupational Therapy Education.

## Klusman

*Continued from page 20*

because every culture is unique, interesting, and important.”

He brings that message of respect for diversity into the classroom, where he teaches a bit of American Sign Language (ASL), his first language. For most of his students, it’s their first time to meet someone who cannot hear.

“It is surprising to many of them that a deaf person is just a regular person, who has feelings and interests,” Klusman explained. “The students are exposed to a new culture – deaf culture. They learn to be sensitive and respect other cultures. They learn to embrace diversity and view it as a way to enliven the world by it being filled with interesting people with interesting cultures.”

### Signs of honor

Klusman gathered the kindergartners around him on an open carpet for their morning snack. Against the backdrop of a poster of the ASL alphabet, he called them up one at a time. Before dispensing the

snack, he reviews the “name sign” he has bestowed upon each child. He smiles with approval as each one repeats his or her name with their small hands and fingers.

Klusman has learned to speak and read lips well. He reads aloud

*“It is surprising to many of them that a deaf person is just a regular person, who has feelings and interests.”*

**Chris Klusman**

to and sings along with his students. Frequently, he scans the classroom, letting his eyes do some of the work his ears cannot. He also gets help from Terri Oehlein, a sign language interpreter who has worked with him since he started at UW–Madison. Oehlein keeps him apprised of noises from around the classroom and alerts him when a student misspeaks or mispronounces a word.

At one table, Klusman coaxed a reluctant girl, her thumb firmly anchored in her mouth, to count several brightly colored tiles. The

student barely moved her lips, so Klusman glanced repeatedly at Oehlein for confirmation that she’s counting correctly.

“Being accompanied by a sign language interpreter teaches the students many valuable lessons,” Klusman explained. “They learn how to work with an interpreter, which will be useful for the rest of their lives. From their experience in working with a sign language interpreter, they can be able to transfer that understanding in working with other interpreters, such as interpreters for Spanish.”

### “A good communicator”

David Moyer welcomed the opportunity to bring Klusman into his classroom and has been pleased with the experience. Moyer’s own interest in sign language dates back to his childhood days, when he and his sister, neither of whom are deaf, used it for their own secret communications. His master’s studies focused on using ASL with hearing children to help teach vocabulary and phonics.

Moyer described his student teacher as being “in tune with kids academically and emotionally” and able to make each child feel respected and important. Calling Klusman smart and sensitive, Moyer said, “He really thinks things through in such a detailed way.”

And because of his deafness, Klusman takes extra care to make sure he understands and is understood. “He’s a good communicator,” Moyer said.

Klusman, who grew up in Milwaukee, described himself as someone with “an amazing perseverance and positive outlook on life,” open-minded, always smiling and willing



**A kindergartener shares his “name sign” with student teacher Chris Klusman. Klusman has given each of his students a “name sign” based on American Sign Language.**

to try new things. He said his patience suits him well with young children, as does being a “good listener” who “receives other people’s messages seriously.”

His interests include art, reading, tennis, mountain biking, and music. He is an avid fan of art history, especially the Italian Renaissance.

Most recently, he has been working on an article for *Arts & Activities*, a national art education magazine, about collage making and Eric Carle, who has created more than 70 picture books for young children. “Eric Carle is a great author and illustrator for elementary school students because he creates books that make the students think they are playing but are learning,” he explained.

His most important priority, he noted, is spending time with his family. The youngest of four children, he graduated from Thomas Moore, a private high school in South Milwaukee, where he made the honor roll every semester.

While sociable, he has struggled in some social settings at UW–Madison, particularly parties, which often are dark.

“Many people would try to speak in my ear, so I would have to tell them to step back and speak to me in my line of vision,” he said.



Bob Reckert

**Sign language interpreter Terri Oehlrein, center, alerts student teacher Chris Klusman of noises from around the classroom and when a student misspeaks or mispronounces a word.**

“It makes people uncomfortable because it is something that they are not accustomed to in their daily experiences.”

### “A great joy and opportunity”

In the classroom, meanwhile, he has found that children soon become quite comfortable with him, even possessive. Klusman recalled his last day in his practicum/student teaching in a second- and third-grade class in May 2001:

“I already scheduled to have a taxi come to pick me up at a

certain time at the end of the morning. As I was saying goodbye to the students, none of the students would let me out. A student went to guard the door, while another went to guard the other door. Two other students went to guard the windows, so I wouldn’t climb out the windows.

“As I saw the taxi pull up the driveway that can be seen from the classroom, I told a student that it was my taxi and that I would have to get going. The student said that he would send the taxi away, so I wouldn’t leave. I didn’t think he was serious until he actually went to the window and waved the taxi away!”

“As a result, I walked with the students to lunch and said goodbye. I went to gather all my things and went to the gas station to have someone call a taxi for me to take me back to campus.”

He noted: “I have enjoyed all my teaching experiences. The fact that I got to know each student and to be able to teach them was a great joy and opportunity.”

## TO LEARN MORE

Do you want to know more about sign language?

Visit **HandSpeak**, a popular online sign language dictionary that uses videos, at: <http://dwww.deafworldweb.org/asll/>. The use of videos makes this site “better than two-dimensional books on sign language, because sign language is a visual language,” Chris Klusman said. “Books can be misleading because it is a challenge to interpret the sign’s motion.”

Klusman also recommends <http://dwww.deafworldweb.org/pub/> as “a great Web site that has a lot of useful deaf resources.”

## Embracing a culture without sound

### *Klusman brings his own special lessons into the classroom*

Chris Klusman's fascination with teaching goes back to his childhood.

"I would pretend to be a teacher with a chalkboard in my bedroom and have my father as a student," recalled Klusman, now 25. "I would teach him math and reading. As I asked him questions, he would purposely get some answers wrong, so I could learn how to help him get the responses correct."

As he grew older, Klusman found joy in being an uncle to his four nephews and three nieces – experiences that further fed his desire to teach. In May, he will graduate from the UW–Madison School of Education, with a degree in elementary education from preschool to third grade.

"My hope is to become a kindergarten teacher," he said. "If I land a job in another grade, I will still be happy because I will be doing something that I love: teaching and being with children."



**Student teacher Chris Klusman coaxes one of his kindergarten students through a lesson.**

"Being a teacher is not a new experience for me," said Klusman, who was born without the ability to hear, "for I have been teaching people my entire life about deafness."

Joy radiated from Klusman's face as he moved from table to table in David Moyer's kindergarten class at Madison's Falk Elementary School—his final student teaching assignment. Sliding into chairs made for children less than half his

size, he cheerfully, calmly, and confidently engaged each youngster.

"Being deaf is a wonderful thing," he said, "because it is an important part of myself, but not the only part of myself. One struggle I have to deal with is people getting to know me as a 'deaf person' before knowing me as a 'person.' ... On the other hand, being deaf taught me a lot about diversity. I respect all cultures

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