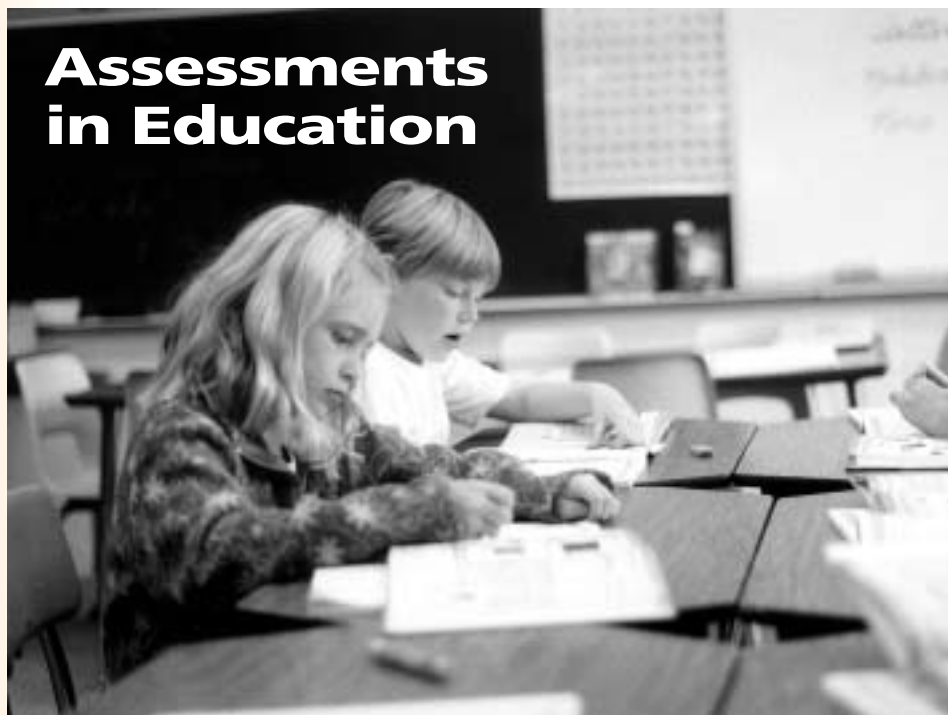


## Assessments in Education



Paul Baker

### Key area filled with promise and pitfalls

In a general sense, we conduct “assessments” – that is, gathering information for the purpose of making informed decisions – across the broad spectrum of daily activities.

Sometimes, we make snap judgments because of time constraints or because the stakes aren’t high. On other matters, especially those with greater consequences, we take more time to gather data and weigh options before reaching any conclusions.

In education, assessments – ranging from teachers’ observations of daily student performances to numerical scores on large-scale standardized tests – play an integral role. Teachers need to recognize what their students know and can do in order to help them improve and advance. Administrators need feedback on how well their programs are functioning.

Increasingly, policymakers, taxpayers, and parents are demanding that schools be held more accountable, and many have embraced large-scale, standardized testing as the primary means of

assessing the comparative performances of schools, teachers and students.

Educational experts, however, argue that standardized tests alone cannot provide the meaningful assessments necessary to judge student, teacher, or school performance. The complexities of teaching and learning make student assessments a complicated task.

In this issue of the *School of Education News*, Stephen Elliott, professor of educational psychology, discusses educational assessment and using achievement tests wisely. **Page 2.**

The shift to standards-based education, meanwhile, has changed how the competencies of teachers are judged. In line with these changes, the School’s electronic portfolio system helps teacher-education students better assess and reflect upon their professional growth as they prepare to seek licensure. E-portfolios also give prospective employers a richer picture of graduates’ abilities as teachers. **Page 3.**

# Using achievement tests wisely

BY STEPHEN N. ELLIOTT

Virtually everyone values high levels of student achievement. Consequently, teachers and other education professionals are expected to document achievement and report periodically to students, parents, and other educators. The effectiveness of this process depends on good assessments and meaningful methods of communicating results. Collectively, good assessments and meaningful reports to the public are central ingredients of educational accountability.

Educational assessment – the process of gathering and synthesizing information for the purpose of making decisions about students’ learning and instructional needs – is not new to teachers. Most engage in a wide range of assessment activities daily, such as self-constructed tests or quizzes, interviews or oral questioning, classroom observations, behavior rating scales, classroom projects, and commercially published tests.

Today, however, with the advent of standards-based educational reforms and changes in laws concerning assessment (e.g., Individuals with Disabilities Education Act of 1997 and the No Child Left Behind Act of 2002), many educators need more advanced knowledge of assessment tools and practices. In particular, they need to know more about interpreting and using standardized group achievement tests because of the increased consequences associated with statewide assessment programs.



Stephen N. Elliott is a professor of educational psychology at UW-Madison and the associate director of the Wisconsin Center for Education Research (WCER). He currently co-directs four federal grants concerning testing accommodations and services for students with disabilities and their teachers.

For more information about Elliott and his work, follow the link from this WCER Web site: [www.wcer.wisc.edu/people/directors.asp](http://www.wcer.wisc.edu/people/directors.asp)

## Why assess students?

Teachers and parents obviously want students to learn and excel in school. Consequently, assessments are needed to determine if students are developing competencies that will help them succeed later in life. Educators have observed that most students who know that they will be assessed on what they know tend to study harder and learn more. However, tests and assessments also can be sources of anxiety for both educators and students.

So why give tests and create statewide assessment systems? Tests are used to:

- ▶ Measure student achievement.
- ▶ Evaluate students’ acquisition and mastery of important skills.
- ▶ Provide information to guide instructional practices.
- ▶ Evaluate the effectiveness of instructional practices.
- ▶ Monitor educational systems for public accountability.

Different types of tests and related assessment practices are needed to adequately achieve each of these purposes.

## Key terms

Before going further, a good understanding of key assessment terms is important. In this era of standards-based reform, assessment, testing, measurement, and

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### SCHOOL OF EDUCATION NEWS

#### Spring 2003

Produced by the Office of  
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[www.education.wisc.edu](http://www.education.wisc.edu)

# E-portfolios promote growth, reflection

**W**ithout doubt, the electronic portfolio system developed by the School of Education provides graduates with a cutting-edge technological tool that can enhance their job-search efforts. That's how this student first viewed the e-portfolio:

"I was really eager to do the portfolio at the beginning because I thought it was this turn-of-the-century cool thing that employers would be blown away by. I saw it as a tool to get my foot in the door, above the rest of the people who would be applying."

But, as this student learned, the e-portfolio has far greater value than just a tool for getting hired:

"As I started the process, I slowly started to realize that it was far more than an 'it's going to get me a good job' tool. Everything I had done in my practicums, student teaching, and methods courses, up until I did my portfolio, was a jumbled mess. I knew I had done ... great things. I knew I had learned about myself and I knew that I had grown a lot from when I started the education sequence."

"The portfolio helped me sort out that jumbled mess of stuff. I sorted my experiences into the five different categories of the portfolio template and found that everything I had done fit somewhere in the portfolio. As I worked more and more on the portfolio, I started to really SEE the teacher I had developed into."

The student added that building her portfolio "helped me really figure out who I am."

Electronic portfolios, used effectively, help students think more deeply and critically about their teaching, explained Steve Head, director of UW-Madison's Education Placement and Career Services (EPCS), who has guided the development and implementation of the e-portfolio.

In the process of constructing a teaching e-portfolio, students document how they understand and approach diverse aspects of teaching and learning, articulate their growing knowledge of teaching and learning, reflect on what, how, and why they teach, and provide evidence of their competence as educators. They do this by presenting artifacts from their courses and field-based experiences, including lesson plans, student work, and audio and video segments of teaching.

## Rich medium

Development of the School's e-portfolio began in 1997, with the goal of providing a medium in which students could collect and reflect on rich representations of their teaching and their students' learning. Many members of the School's faculty and staff are involved in the ongoing development process.

Students in the Professional Development Schools (PDS) program produced the first program portfolios in the spring of 2000. The PDS program, a partnership now involving six schools in the Madison Metropolitan School District, focuses on preparing teachers

## What is a portfolio?

"Portfolio" means a collection of documentary evidence to demonstrate proficiency that may include but is not limited to whole group and individual pupil performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures.

— From PI 34,  
Wisconsin Department of Public Instruction

To learn more about career portfolios and e-portfolios, go to the Education Placement and Career Services Web site: <http://portfolios.education.wisc.edu/>

Or contact EPCS, B150 Education Building, 1000 Bascom Mall, Madison, WI 53706. Phone: (608) 262-1755. Office hours: Monday-Friday 7:45 a.m.-4:30 p.m.

who can succeed in culturally diverse urban schools.

"The electronic teaching portfolios offer several advantages over paper portfolios," said Ken Zeichner, associate dean for teacher education. Zeichner, who coordinates the PDS program, has worked closely with Head on the development of the portfolios.

"First, university supervisors, cooperating teachers, and course instructors have easier access to the e-portfolios than paper ones, and in our system, they can make comments directly in the portfolio from

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## E-portfolios

*continued from page 3*

any computer that has Internet access,” Zeichner explained. “This easier access to the portfolios can potentially strengthen the quality of mentoring and supervision we provide to teacher-education students.

“Second, the e-portfolios offer much greater potential than paper to convey the complexity and unique quality of one’s teaching. These portfolios have the capability, for example, to include video clips of a student teacher’s classroom teaching together with his or her reflections on that teaching. Finally, the technology training that students receive to support their e-portfolio work will enhance their overall ability to use technology in the classroom.”

The use of e-portfolios has gradually expanded to other School of Education programs. The departments of Curriculum and Instruction, Kinesiology, Communications Disorders, and Counseling Psychology have adopted e-portfolios. In Curriculum and Instruction, the first cohort of secondary education students with program e-portfolios graduated last December, and will be joined next December by the first such group of elementary education graduates. Meanwhile, the music education and special education programs are developing the foundation necessary for those students to begin using e-portfolios.

## New standards

The School’s move toward electronic portfolios has come as the Wisconsin Department of Public Instruction (DPI) implements new licensing regulations, PI 34, which requires all new teachers to develop

and to maintain portfolios. PI 34, which goes into full effect next year, shifts teacher licensing from the traditional program completion to performance assessment and specifies 10 standards that all teachers must meet. (For details, go online to: [www.dpi.state.wi.us/dpi/dlsis/tel/watsnew.html](http://www.dpi.state.wi.us/dpi/dlsis/tel/watsnew.html))

Meanwhile, UW–Madison has developed 15 teacher-education standards, which exceed the state standards and are integrated into the professional education courses in all 32 of the School’s certification programs. All teacher-education students are required to develop and maintain portfolios with evidence that they have met the School of Education teaching standards. Increasingly, those portfolios are electronic.

“In addition to its role in documenting that our students have met the teacher standards required for initial certification in Wisconsin, the teaching portfolios constructed by our teacher-education students can potentially serve as very powerful tools for teacher development,” Zeichner explained. “Under the right conditions, there is evidence from research that teaching portfolios can help prospective teachers think more deeply about their teaching and improve their teaching practice.”

He added: “Our priority has been to find ways to structure the portfolio requirement for teacher-education students to maximize its educational value in their development as teachers. We want to set this experience up for our students in a way where the focus is on reflection and analysis about the artifacts that students place into their portfolios, and not on the technological skills that support the design of portfolios.”



Zeichner praised Head and JoAnn Carr, director of the School’s Center for Instructional Media and Computing (CIMC), for putting together an infrastructure that provides technological training and support for students constructing teaching e-portfolios.

Students begin building their portfolio by using a specialized Web-based template – called an “e-ring binder.” They add content as they progress through their individual programs. The e-ring binder structure is sufficiently low level to leave room for students to develop technical and design skills over the course of their certification program.

The School provides students with access to support in every aspect of e-portfolio development, from purely technical to the complexities of artifact selection and reflection. The support system involves faculty and staff, departments and other units, and student liaisons.

## Job-search tool

The same performance evidence that shows students as competent teachers for certification also can give prospective employers a deeper look into their work. According to Head, the best career e-portfolios are high-

## One teacher's e-portfolio story

Kim Walter (B.A. '94 in art education) worked with UW–Madison's Education Placement and Career Services to build her electronic portfolio, which she used for her most recent job search.

Walter, who began last fall teaching art and computers at Summit Ridge Middle School for the Jefferson County, Colorado, School District, talks about putting together her e-portfolio:

"Since I had been teaching for a few years, narrowing down my lessons to show the best was difficult. The approach I finally took was to present information that demonstrated my teaching philosophy and style, creativity, assessment practices, work outside the classroom, integration to the core subjects, lessons that demonstrated knowledge of current trends in education such as six-trait writing and guided reading (I also have an ESL certification).

"Next I put these into several categories. One was teaching methods that included lessons in art and ESL. Another category was professionalism that included samples from a Wisconsin Art Education Conference presentation, samples from teacher in-services I directed, a link to my student art page, parent comments, and an artist-in-residence project I did. I also included my teaching philosophy, samples of my work, and an autobiography page that included information about me.

"The information was designed to give an idea of the whole package of me as a teacher, not just the lessons, but also the kind of person I am or what else I can do outside the classroom."

Walter offers advice to those beginning to develop an electronic portfolio:

- ▶ Keep files of lessons on disk.
- ▶ Take photographs, digital if possible, as you teach a lesson.



**Art teacher Kim Walter included her self-portrait in her e-portfolio.**

- ▶ Demonstrate and document your abilities inside and outside the classroom with parents and the community.
- ▶ Really think about why you are a teacher; it helps when developing your philosophy of teaching.
- ▶ Your philosophy and autobiography should demonstrate your energy, strengths, and passions.
- ▶ Make sure the e-portfolio is easy to navigate.

quality teaching portfolios that allow graduates to communicate the wealth of their teacher preparation, providing clear evidence of teaching ability and reflection and demonstrating technical literacy in education.

In their job searches, graduates distribute their e-portfolios through the School of Education's portfolio portal, accompanied by e-credentials, to prospective employers, who can access the portfolios at their convenience using student-set passwords.

"Today I was hired at my dream job in New York City over 20 other candidates, most with certification and experience," one graduate reported. "It was because they were able to look at my portfolio at their leisure after all the interviews were finished."

Head described the electronic portfolio as now fully operational, but added that the development of new features will continue. He emphasized the importance of feedback from users, employers, and School faculty and staff.

In the years ahead, Head also hopes to offer this service to the School's alumni. EPCS already has worked with a small number of alumni, such as Kim Walter, in using this new tool. The reviews thus far have been positive.

Last fall, Walter, who received her bachelor's degree in art education from UW–Madison in 1994, began teaching art and computers at Summit Ridge Middle School in Littleton, Colorado.

"I wouldn't have gotten the job I have now without the e-portfolio," said Walter, who is certified

to teach art and English as a second language (ESL). "It demonstrated my willingness to learn, my ability to use technology, my strengths as a teacher, and it made me stand out from others."

She noted that prospective employers took time to review her e-portfolio before or during her interviews and often asked questions related to it. "They even took time to read the lesson plans and teaching philosophy."

Thanks to this cutting-edge tool, prospective employers "had an idea of the kind of teacher they were getting," she said. "The information was designed to give an idea of the whole package of me as a teacher, not just the lessons, but also the kind of person I am or what else I can do outside the classroom." ■

## Assessment

*continued from page 2*

terms associated with standards must be carefully defined:

► **Assessment** – the process of gathering information about a student’s abilities or behavior for the purpose of making decisions – is more than testing. Teachers use many methods to assess students, such as paper-and-pencil tests, rating scales or checklists, interviews, observations, and published tests.

► **Testing** is one method for obtaining evidence about student learning or behavior. Teacher-constructed tests and commercially published tests play a major role in education, and are assumed to provide reliable, valid means to measure students’ progress. Well-designed tests can tell us something, not everything, about some class or type of behavior.

► **To measure** means to quantify a student’s performance. Not all performances that demonstrate learning can be quantified, such as art or musical exhibitions. The science of measurement includes many important concepts – validity, reliability, and standard scores – for teachers and others responsible for assessing students.

Educational assessment today is occurring within a context of change commonly referred to as standards-based reform. Every state has embarked upon some form of standards-based reform. Three types of standards are central to states’ reform efforts:

► **Content or academic standards** are general statements that describe *what students should understand and be able to do* in various



Paul Baker

**No single test can serve all possible purposes for testing. Multiple measures are necessary to provide a more complete view of what students know and can do.**

content areas, such as English language arts, mathematics, science, and social studies.

► **Performance standards** are specific statements of expected knowledge and skills necessary to meet a content standard requirement at a particular grade level. Thus, performance standards indicate *how students can show what they understand and can do*.

► **Proficiency standards** describe the degree to which performance standards have been attained. Most states use four levels of proficiency – e.g., advanced, proficient, basic, and minimal – to describe *how well* a student has done on a test that is designed to measure most of the state’s content standards.

### Principles to guide assessment

Periodic large-scale assessments currently play an important role in educational accountability. Many states are developing rules for determining how and when students will

participate. Yet, for many teachers, large-scale assessment is a puzzling and frustrating activity, because such assessments historically have not been aligned with standards, have involved different tests about every three years, and have not been associated with any significant consequences. Therefore, when discussing or using achievement tests to evaluate students, the following principles may be useful:

**Principle 1: Standards first, then testing.** When states and school districts set out to reform their education systems, assessments should follow, not lead, the process. First, goals should be set. Second, content standards should be developed to specify what children should know and be able to achieve. Third, curricula should be adopted and instructional materials selected to help teachers help their students meet the standards. Finally, assessments should be developed that measure students’ progress toward meeting the standards.

**Principle 2: Tests measure achievement; they don't create it.** Tests are designed to provide accurate, reliable information, not to drive educational reform. Some people suggest that tests alone can increase educational achievement, but new assessment systems cannot cure ailing education systems. Tests do not create better students. Rather, good teachers and good schools do.

Teachers can use meaningful information from tests to do their jobs better. Those who are most knowledgeable about assessments increase the likelihood of making good decisions about their students. In essence, effective teaching boils down to good instruction, good assessment, and using each to do the other better.

**Principle 3: No single test does everything; use multiple measures and repeated measurements.** Most educators know that no single test can serve all possible purposes for testing. A variety of tests or multiple measures are necessary to provide a comprehensive view of what students know and can do.

We have an array of learning expectations – we want students to be able to read, write, communicate orally, use technology, do research, calculate, conduct experiments, and understand and solve social problems. Some skills or competencies can be meaningfully assessed with a group-administered, paper-and-pencil test that requires brief answers, while others require more individualized assessments, such as direct observations by teachers and completion of a project or detailed report.

Also, important skills or competencies should be assessed at least twice to gain confidence in the results.

**Principle 4: Valid, reliable test scores are important.** For results to be useful, an assessment must examine the subject matter that students have been taught, and their responses must be measured and scored accurately. Tests used to make important educational decisions must meet rigorous technical standards for producing accurate and valid information. In the words of testing experts, an assessment must be valid and reliable.

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## Web resources on assessment

These links are presented here for informational purposes and are not specifically endorsed by the School of Education:

- ▶ **U.S. Department of Education's No Child Left Behind site:** [www.nclb.gov/](http://www.nclb.gov/)
- ▶ **Wisconsin Department of Public Instruction (DPI) site on No Child Left Behind – The Elementary & Secondary Education Act in Wisconsin:** [www.dpi.state.wi.us/dpi/esealindex.html](http://www.dpi.state.wi.us/dpi/esealindex.html)
- ▶ **Parent's Guide to Standards and Assessment (DPI):** [www.dpi.state.wi.us/dpi/dtcl/bbfcsp/pdf/testing.pdf](http://www.dpi.state.wi.us/dpi/dtcl/bbfcsp/pdf/testing.pdf)
- ▶ **National Education Association (NEA) Parent's Guide to Testing and Accountability:** [www.nea.org/parents/testingguide.html](http://www.nea.org/parents/testingguide.html)
- ▶ **Wisconsin Education Association Council (WEAC) position on standardized achievement testing:** [www.weac.org/Capitol/2002-03/nov02/sat\\_paper.htm](http://www.weac.org/Capitol/2002-03/nov02/sat_paper.htm)
- ▶ **American Education Research Association (AERA) statement on high-stakes testing:** [www.aera.net/about/policy/stakes.htm](http://www.aera.net/about/policy/stakes.htm)

Stephen Elliott recommends these sites for educators and parents seeking more information on the use of large-scale achievement tests:

- ▶ **National Center on Education Outcomes:** [www.coled.umn.edu/NCEO](http://www.coled.umn.edu/NCEO)
- ▶ **Council for Chief State School Officers:** [www.ccsso.org](http://www.ccsso.org)
- ▶ **Achieve (national site with information on all states' standards and assessments):** [www.achieve.org](http://www.achieve.org)

## Assessment

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### High standards for all

Few educational movements have been so clearly identified by a single rallying cry – “High Standards for All Students” – as the standards-based reforms now dominating the nation’s education policy agenda. Four elements seem to characterize these reforms:

- ▶ A focus on student achievement as the primary measure of school success.
- ▶ An emphasis on challenging academic standards that specify the knowledge and skills students should acquire and the levels at which they should demonstrate mastery.
- ▶ A desire to extend standards to all students, including those for whom learning expectations have been traditionally low.
- ▶ A heavy reliance on achievement testing to spur change and to monitor the impact of reforms.

Consequently, state education agencies across the United States have developed frameworks for educational standards, statewide assessments, and account-

ability systems. The goals of most standards-based reforms are:

- ▶ To specify the knowledge and skills (academic and performance standards) that all students will be expected to demonstrate at selected times during their education.
- ▶ To encourage educators to align their curricula and instruction to facilitate students’ acquisition of the knowledge and skills specified in the standards.
- ▶ To develop or obtain valid tests or other methods for assessing the extent to which all students achieve these knowledge and skills competencies.
- ▶ To report to the public annually how well students are performing, using proficiency standards.

Concurrent with standards-based education reform, changes have been made in federal law concerning students with disabilities and limited proficiency in English and their involvement in assessment programs. For example, the 1997 revisions of the Individuals with Disabilities Education Act (IDEA) require states to set performance goals for students with disabilities that are as consistent as possible with state goals and standards for regular education students. States now must include children with disabilities in general state and district assessment programs, with accommodations as needed, or provide alternative assessment options for children unable to fully participate in large-scale assessments.

The absence of students with disabilities and limited English proficiency from state and district-wide assessments produces unrepresentative mean scores and norm distributions, reinforces beliefs that these students cannot do challenging work, and undermines inclusion efforts for many students who can benefit from the same instruction as their peers.

### Assessment is communication

Communication is a central part of, and perhaps the primary reason for doing, an assessment. Educators want to communicate how well students are learning to the students, their parents, administrators, legislators, and fellow teachers. To succeed in their communication efforts, teachers must have strong assessment knowledge. They should think of assessment as a communication activity, rich with feedback and opportunities, to tell a story about student achievement and educational effectiveness. ■

## UW team helps expand assessment literacy

Teachers and principals in the Milwaukee Public Schools (MPS) – as in other districts under growing pressure to improve student achievement – are confronted with increasing demands to effectively implement and use student performance assessments.

Under the district’s “balanced assessment system,” teachers at all grade levels are responsible for assessing student knowledge, using multiple measures of student performance, from standardized tests mandated by the state and district to classroom-based assessments, in which teachers judge their students’ proficiencies.

A team of researchers from UW–Madison’s Wisconsin Center for Education Research (WCER), led by William Clune and Norman Webb, has been working with the district since 1998 to address a range of needs identified by the MPS staff. More recently, the WCER team has targeted the critical need to improve teachers’ assessment literacy.

Working with the MPS Division of Research and Assessment, the researchers designed and began conducting workshops on assessment basics in spring 2002. These two-hour sessions were designed to familiarize teachers and principals with the basic types and appropriate use of assessments, and how results can inform teachers and others about student progress. More workshops are being planned.

## Fitness class aids students, research

To the beat of music from a boom box, Christina Kloss and Heidi Moening, both exercise science students at UW–Madison, led a group of children through the heart-pumping jumps, punches, and kicks of a Tae-Bo routine. At that same time, the leaders were careful to ensure that the moves were not too strenuous.

Most of the kids, ranging in age from 7 to 15, tried their best to follow along. Still, a couple of youngsters made little effort to hide their lack of enthusiasm.

The Tae-Bo session came in the midst of a lively hour, during which Christina, Heidi, and other kinesiology students had the children navigating a makeshift obstacle course, traversing a low balance beam, playing a spirited game of kick ball, trying out exercise machines, and wrapping up with a series of stretches.

This twice-weekly class, started last fall, provides on-campus clinical practicum experiences for students of exercise physiology and adapted physical education, while contributing to medical research and encouraging nearly a dozen overweight children to get more physically active.

Dr. Aaron Carrel, a pediatric endocrinologist at the UW Medical School, leads the research part of this collaboration. Carrel's study aims to increase the understanding of childhood obesity and the problems associated with it, with a focus on insulin sensitivity and the development of Type 2 diabetes.

Carrel cited research suggesting that increasing fitness levels even without substantially altering the body's fat composition can change insulin sensitivity. His current research seeks to address this

question: "Is fitness more important than body fatness?"

He has recruited and thoroughly screened about 40 Madison-area children who are obese but otherwise healthy. The children have been divided into three groups – one that receives fitness training, another that gets nutrition counseling, and another that receives both – to measure the comparative effectiveness of these interventions.

Carrel began the pediatric fitness clinics a few years ago at UW Sports Medicine. He began working informally with Ann Ward, an assistant faculty associate in the Kinesiology Department, whose exercise science students had visited and worked at the clinic.

Tim Gattenby, an assistant faculty associate who coordinates the department's adapted physical education program, also sent his students to work at the children's clinic. Gattenby said he planted the idea "that it would be great for us to have these kids working out on campus and provide our students with a wonderful training ground."

That led to arrangements, beginning last fall, to hold the fitness classes for overweight children twice a week in Gym 6 of the Gymnasium-Natatorium facility, home of the Kinesiology Department.

"They haven't been trained in leading kids, so they're learning a lot," Ward said of her exercise science students.

Gattenby cited the need to confront the nation's growing problem of childhood obesity and inactivity. He recalled the concern over fitness levels more than 40 years ago that led to creation of the Presidential Physical Fitness Awards program. "We're back to that, if not worse, when it comes to fitness levels," he said.



He said the practicum students faced a tough task – finding ways to get children who have been turned off by traditional physical education to engage in healthy activities. About 20 children are registered for the class, but only about 11 show up regularly.

In developing their lesson plans for the class, the students aimed to make activities fun and deliberately avoided direct competition, including anything that involves choosing teams and keeping score. During class, they also showered the kids with encouragement to motivate them, but even that didn't work for all, especially for those individuals who didn't want to be there.

As most of the children got in position for kick ball, one boy drifted off toward the exercise equipment and climbed on a stationary bicycle. One of the kinesiology students followed to keep an eye on him, and to urge him to keep pedaling.

For Ward, the true measure of success is not in what the children do in class, but beyond.

"They're not burning enough calories here to make much of a difference," she said. "Can we change their attitudes to be more active? That's the ultimate goal." ■

**UW students face the challenges of making fitness activities fun for children who have been turned off by traditional physical education classes.**

## Keller wins 2003 Zolotow Award

Holly Keller, author of *Farfallina & Marcel*, is the sixth annual winner of the Charlotte Zolotow Award for outstanding writing in a picture book.

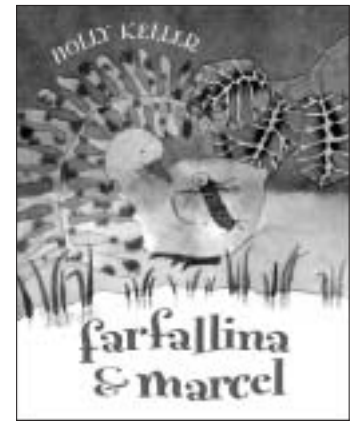
The award, given by UW–Madison’s Cooperative Children’s Book Center (CCBC), was formally presented in Madison on April 28. The CCBC, a unit of the School of Education, is a non-circulating library for adults with a professional, career, or academic interest in children’s and young adult literature.

*Farfallina & Marcel* – published by Greenwillow Books, an imprint of HarperCollins Children’s Books, and edited by Virginia Duncan – tells a story about the friendship between a caterpillar and a gosling, using beautifully weighted sentences and lyrical turns of phrase. The dramatic physical transformations both characters undergo affect their relationship when they no longer recognize one another.

The award committee also named one Honor Book, *The First Thing My Mama Told Me*, written by Susan Marie Swanson, illustrated by Christine Davenier, edited by Jeannette Larson and published by Harcourt. The significance of a child’s name and its importance to identity and esteem are the focus of this understated, finely paced story that spans one young girl’s first seven years of life.

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 70 picture books, including such classic works as *Mr. Rabbit and the Lovely Present* (Harper, 1962) and *William’s Doll* (Harper, 1972). Zolotow attended the University of Wisconsin from 1933 to 1936.

The award committee also cited 10 titles as Highly Commended: *All You Need for a Snowman*, by Alice Schertle (Harcourt), *Apple Pie 4<sup>th</sup> of July*, by Janet S. Wong (Harcourt), *Bear Snores On*, by Karma Wilson (McElderry), *Close Your Eyes*, by Kate Banks (Frances Foster Books/Farrar,



Straus & Giroux), *Duck on a Bike*, by David Shannon (Blue Sky Press/Scholastic), *Grandma and Me at the Flea*, by Juan Felipe Herrera (Children’s Book Press), *I Stink!* by Kate & Jim McMullan (Joanna Cotler Books/HarperCollins), *Owen’s Marshmallow Chick*, by Kevin Henkes (Greenwillow Books/HarperCollins), *The Pot That Juan Built*, by Nancy Andrews-Goebel (Lee & Low), and *The White Swan Express*, by Jean Davies Okimoto and Elaine M. Aoki (Clarion).

More information on the Charlotte Zolotow Award, including the 2003 and past recipients, is available from this Web site: [www.education.wisc.edu/ccbc/zolotow.htm](http://www.education.wisc.edu/ccbc/zolotow.htm).

## UW, Spanish universities sign distance-ed accord

UW–Madison has signed an agreement with Andalucía Consorcio Universitario, a new inter-university consortium concerned with distance education in Spain, to explore the uses of distance education and digital communications technologies. The consortium involves 10 universities in Andalucía (including the Universities of Sevilla, Granada, Cádiz, Córdoba, and The International University of Andalucía).

Under the agreement, UW–Madison faculty, including several within the School of Education,

will assist in developing the consortium’s distance-education program.

The accord also is aimed at fostering collaboration and research opportunities for faculty and graduate students of UW–Madison and the institutions in the Spanish consortium. The agreement calls for one seminar each year in Andalucía. In addition, faculty from Andalusian universities will visit UW–Madison.

The consortium’s first seminar involving the School of Education – titled *The Virtual Turn: On Technological Changes and Curricu-*

*lum Issues* – will be held in Cádiz in May. It will focus on the changing conceptions of literacy that are emerging with the new technologies of communication and their implications for education.

Participants will include faculty from the Department of Curriculum and Instruction – Carl Grant, James Gee, Beth Graue, Dawnene Hammerberg, Elizabeth Hayes, and Michael Streibel.

For more information, contact Tom Popkewitz, professor of curriculum and instruction, at [tspopkew@facstaff.wisc.edu](mailto:tspopkew@facstaff.wisc.edu).

## Quadrennial showcases faculty artwork

The Elvehjem Museum of Art showcased the range of styles and media taught at UW–Madison in the eighth Department of Art Faculty Quadrennial Exhibition, which ran from February 8 through April 6. Held every four years since 1974, the show gives the public rare access to work produced in Madison but most often seen elsewhere, nationally and internationally.

The exhibition, a microcosm of today's art world, featured more than 80 works of painting, sculpture, and graphic arts, ceramics, textiles, woodworking, metalworking, glassmaking, printmaking, photography, installation, and computer and technology art. The exhibitors included 28 current faculty members, five affiliates from related departments and staff from Tandem Press, and eight emeritus faculty members.

More than a dozen faculty members also gave a series of gallery talks, extending the department's teaching mission to audiences beyond the regular classroom.

Art Department chair Jim Escalante says that the Quadrennial provides a venue for students and others to experience faculty and associates' artistic vision outside the classroom.

Support for the exhibition was provided by Anonymous Fund, Hilldale Fund, Brittingham Fund, Dane County Cultural Affairs Commission with additional funds from the Madison Community Foundation and the Overture Foundation, Kohler Foundation, and University Book Store.



Bob Rashid photos



**Above: Visitors study the works by art faculty during the opening of the Quadrennial Exhibition. Below, from left, Art Department chair Jim Escalante, School of Education Dean Charles Read, and Elvehjem Museum Director Russell Panczenko, give welcoming remarks.**



**Ronald Trent Anderson** (B.S. '61 in art education, M.S. '62, M.F.A. '63 in art) received double honors in the Salmagundi Club's 2003 Members Combined Art Exhibition in New York City. His Cape Ann nocturne, "Good Harbor Moon," received the Gene Magazzini Memorial Award for traditional oil. He also received the Rita Duis Memorial Award for his wintry painting, "Wilderness Cathedral." Anderson received the School of Education's Alumni Achievement Award in 2001.

**Janice Detrie** (B.S. '73 in English education, M.S. '77 in curriculum and instruction), a reading specialist for Watertown Public School District, recently shared a Pat Bricker Award, which recognizes Wisconsin State Reading Association members who promote action research in reading. Detrie and two Watertown middle school teachers were honored for their reading workshop proposal, which incorporated changes based on their action research.

### Share your good news

Dear School of Education alumni:

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

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

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

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

## UW alums named top principals

Three alumni of UW-Madison's Educational Administration Department have been selected 2003 Wisconsin Principals of the Year to honor their outstanding leadership and commitment to education.

The honorees, announced in February by Elizabeth Burmaster (M.S. in educational administration, '84), state superintendent of public instruction, and Thomas Beattie, executive director for the Association of Wisconsin School Administrators (AWSA), are:

- ▶ Elementary School Principal of the Year **Donna K. Sorensen**, Wileman Elementary School, Delavan (M.S. in educational administration '88);
- ▶ Middle School Principal of the Year **David M. Allen**, Platteville Middle School, (M.S. in educational administration '81); and
- ▶ High School Principal of the Year **Michael J. Meissen**, La Follette High School, Madison. (M.S. in counseling '83; Ph.D. in educational administration, '90.)

"These educators are described by parents and their peers as being 'passionate about children and education,' qualities that make a difference to school climate and student achievement," Burmaster said. "They are representative of the many

fine principals who lead public schools in this state."

"Criteria for selection of the principals of the year require that they be nominated by their colleagues for achievements above and beyond those expected in the usual school program," said Beattie. "Each must maintain high expectations of staff, show evidence of outstanding contributions to their school and their profession, and be an established and respected member of the community."

Meissen, who also won the Madison Metropolitan School District's Distinguished Service Award this year, has deep connections with his school, where his father once taught. He played football, ran track, and graduated from La Follette in 1977. His older daughter graduated from the school and his other two children are current students.

Meissen and Allen will be honored at a MetLife/National Association of Secondary School Principals symposium for state Principals of the Year in fall.

Sorensen will represent Wisconsin in the National Distinguished Principals Program, sponsored by the U.S. Department of Education and the National Association of Elementary School Principals in partnership with Variable Annuity Life Insurance Company, Inc. The awards ceremony will be held in Washington, D.C., in October.

**Kay Kuester Doran** (B.S. '57 in secondary Spanish education) presented a workshop for teachers in Guadalajara, Mexico, as part of the 25<sup>th</sup> anniversary celebration of the Jalisco, Mexico chapter of Delta Kappa Gamma Inter-

national Society for Women Educators. Doran, a retired Spanish teacher from Antigo, Wisconsin, gave a half-day presentation in Spanish that focused on teaching techniques using movement, music, dance, and humor.

**Isabel Erichsen Hubbard** (B.S. '57 in elementary education; M.S. '79 in educational administration) was recently recognized at the Wisconsin YMCA Key Leaders Conference in Madison. Hubbard, a retired Madison elementary educator, volunteers for Meriter Hospital, Retired Senior Volunteer Program, American Cancer Society, Madison Area Retired Educators Association, and the YMCA of Dane County.

**Warren P. "Pete" Jennerjahn** (M.S. '47 in art education) and his wife, Elizabeth, recently showed some of their works in the art exhibition "una aventura americana: Black Mountain College" at the Reina Sofia Museum in Madrid, Spain. The Jennerjahns, who live in Sedona, Arizona, were both students and faculty members at Black Mountain College in North Carolina.

**Joan Kahn** (B.S. '76, M.A. '77, M.F.A. '78 in art) was one of two artists featured in the exhibit "in2it" at the Acuna-Hansen Gallery in Los Angeles. Kahn, who lives and teaches in Los Angeles, is known for her hard-edged geometric paintings.

**Jack Klotz** (M.S. '69, Ph.D. '88 in educational administration) recently became an associate professor and program coordinator for the School of Leadership, Management, and Administration at the University of Central Arkansas. He previously was an assistant professor in the Department of Educational Leadership and Research at the University of Southern Mississippi.

**Thomas A. Philabaum** (M.A. '73 in art) received a 2002 Artists of Distinction Award from the National Council of Art Administrators. Philabaum operates studios and a gallery, and offers classes through the Sonoran Glass Institute, all in Tucson, Arizona.

**Alice Randlett** (Ph.D. '88 in curriculum and instruction) retired after more than 32 years at UW-Stevens Point, which included serving as the Reading Programs coordinator and a library faculty member. Randlett, an acquisitions librarian earlier in her

**GET YOUR COPY OF CCBC CHOICES 2003**

*CCBC Choices 2003* is now available, listing 203 books for children and young adults published in 2002 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 2003* 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 2003* – by Kathleen T. Horning, Merri V. Lindgren, and Megan Schliesman – are available:

- ▶ To any School of Education alumnus/a 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, Room 4290, Helen C. White Hall, 600 N. Park St., on the UW–Madison campus.

Copies of *CCBC Choices 2003* also are available by mail from the Friends of the CCBC, Inc., P.O. Box 5288, Madison, WI 53705. The cost per copy is \$2.44 for Wisconsin residents, and \$7 for out-of-state residents.

The CCBC is a non-circulating 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/ccbc/public2.htm](http://www.education.wisc.edu/ccbc/public2.htm)

career, helped to develop extensive library collections, especially in women's studies, and the Women's Studies Program at Stevens Point.

**Robert H. Rezash** (B.S. '52 in education) returned to the classroom to tutor fourth-graders at Pleasant Hill Elementary School in Pleasant Hill, Tennessee, where he retired in January 1998 after a 42-year career in ministry in the United Church of Christ.

**Carolyn Stanford Taylor** (B.S. '78 in elementary education, M.S. '79 in educational administration) recently led a delegation of eight Wisconsin teachers to Japan for a two-week International Teacher Seminar, as part of the Sister Schools/Sister State Program with the Prefecture of Chiba. The teachers represented schools matched with sister schools in Chiba. Taylor is assistant

state superintendent of the Wisconsin Department of Public Instruction's Division for Learning Support: Equity and Advocacy. She also is an emeritus member of the UW–Madison School of Education Board of Visitors.

**Don Vincent** (B.A. '76 in earth science), a science teacher at Madison West High School, last year received the Presidential Award in science teaching and went to Washington, D.C., where he met the president and some members of Congress. Also last year, he received a Fulbright scholarship to travel to Japan to visit schools and meet teachers, school administrators, and government officials. Two years ago, he received a teaching award from Senator Herb Kohl. He also has mentored student teachers from the UW–Madison School of Education.

*continued on page 15*

## Alumni profile: Johnsons report from the “trenches”

Teaching third- and fourth-grade pupils in a poorly funded public school in northern Louisiana gave a pair of education professors, both UW–Madison alumni, a first-hand look at the unintended consequences of high-stakes testing.

Bonnie Johnson (M.S. '76, Ph.D. '84 in curriculum and instruction), a professor of elementary education, and husband Dale Johnson (M.S. '63 in education, Ph.D. '70 in adult education), a professor of literacy education, took unpaid leaves for the 2000–01 school year from their positions at Dowling College's School of Education in Long Island, New York.

“We did so because our graduate students repeatedly had told us that teaching has changed dramatically in this era of accountability and its offshoot, high-stakes testing,” they explained. “We also felt that it had been too long since we had been ‘in the trenches,’ and we thought that spending an entire year with all of the daily responsibilities of a classroom teacher would help give context to our university work.”

The school, which they did not identify, had 611 mostly African-American children in grades pre-kindergarten through fourth grade. About 95 percent of them qualified for free lunch and breakfast. “Many of our pupils were the poorest of the poor, and they often came to school hungry and ill-clad. Several cried from painful teeth and gums because of lack of dental care.”

The school has no library, no playground equipment, no art classes, inadequate window heating and cooling units. Classes used dictionaries published in 1952. “What we did have was a healthy supply of cockroaches, rodents, and other vermin,” the Johnsons said.

The neighborhood teemed with alcohol and drugs. During the year, three of their pupils lost everything in separate house fires. One student's grandmother had her throat slashed in a drug deal gone bad. One child's brother was killed in a drive-by shooting. Others had a parent or guardian in jail for various offenses. One's father was in prison for murder.

“Despite the desperate conditions of our students' homes and their school, they came to school full of hope and eager to learn,” they said.

“We were aware of some of the affects of school

accountability, but we were astounded to see what has happened to schools because of the emphasis on passing standardized tests,” they said. “In Louisiana, fourth- and eighth-graders who do not pass the week-long high-stakes state tests (in math and English language arts) in March are required to repeat the grade – regardless of how they performed academically throughout the year.”

They said the school “has become little more than a test-preparation center,” with entire subjects downplayed or not taught at all. “We were told by our superintendent not to teach science and social studies because they were ‘fluff.’ Test pressures have driven two eighth-grade students in the district to attempt suicide,” they said.

Many of Louisiana's finest teachers are retiring early or quitting in disgust. “The rigidity of accountability has taken the joy out of teaching and learning, and the punitive treatment of poor, minority children has been more than many teachers can bear,” said the Johnsons.

The couple kept a journal of their experiences, which was published by Roman & Littlefield as *High Stakes: Children, Testing, and Failure in American Schools* (2002).



**Bonnie and Dale Johnson**

## Alumni News

*continued from page 13*

**Anne (Vanden Boogard) Westbrook** (B.S. '79 in communicative disorders) has earned her master's degree in special education at UW–Oshkosh. She is a special education teacher for the Freedom (Wisconsin) School District.

## Obituaries

**Alfred G. Colucci** (M.S. '65 in education and history), a World War II veteran who began his career teaching history at Madison Central High School and retired after 21 years as principal at Madison West High School in 1992, died December 9, 2002. He was 76.

**Todd Johnson** (M.S. '89 and Ph.D. '94 in mathematics education), an assistant professor of mathematics at Eastern Washington University, died January 9, 2003. He came to Eastern in 1999 after six years on the faculty at Illinois State University.

## ALUMNI TALK BACK

### What was the most valuable lesson you learned at UW–Madison?

**Barbara Joan (Bass) Grubman** (B.S. '54 in speech correction) of Woodland Hills, California:

“My valuable lesson: A university, no matter how large or impersonal it might seem, still has a very big heart.

“Sadly, my mother had breast cancer when I was a freshman. She struggled with it emotionally all during my college years, but physically she was pretty good. During my senior year, more cancer symptoms began to re-appear.

“In April of my graduation year, I received notice that I was short one course to graduate. I called and told my parents. Yet this did not bother me particularly; I would just go to summer school, I thought. About two weeks later, the dean of the School of Education called me at my dorm to tell me that they were going to waive the course and that I would graduate with my class in June.

“At that time, it never occurred to me that my parents had called to ask if I could graduate with my class, because they did not know how long Mom would live. Years later, a light bulb went on, and I realized why I was allowed to graduate, so that my Mom could be there. I have no definite proof of this, but I can be pretty positive that is what happened.

“Mom died the summer of 1955, so she did see me march across the stage. How proud she looks in those photos.”

**Ralph R. Karst** (M.S. '59, Ph.D. '67 in physical education; Ph.D. '79 in educational administration), retired professor of educational administration, University of Louisiana at Monroe:

“The best of the best ideas I learned at UW is the absolute integrity required for conducting research in the pursuit of knowledge. . . It is wrong to hedge or distort facts for this or that cause or purpose. It is wrong to make up data needed to prove a theory. It is wrong to cheat or lie to make a point or ensure research success. It is wrong to set up premises in ways that allow for pre-calculated conclusions. It is wrong to hold back explosive information that rejects the plans or wishes of others not willing to be truthful. It is wrong to separate research procedures from findings, as though procedures have nothing to do with findings. And when findings are controversial, only the researcher knows the truth and with moral courage and fortitude stays the course, willing to accept whatever fate decides . . .

“I personally witnessed many of my professors at UW holding to the line, inspiring me with great expectations for my own future professional career. I discovered holding to the line is not always the safest way. . . But I learned from my professors that it is the most noble, the most joyous, and the proudest path to take when knowledge is at stake.”

**Joan Kalbacken** (B.A. '47 in education) of Normal, Illinois:

“The most valuable lesson I learned at UW–Madison is that hard work pays great dividends. Working for a Madison family for my room and board for four years was difficult; however, I enjoyed my studies in the School of Education and student teaching at Madison West High School. I loved my 29 years of teaching, thanks to my good training in the UW School of Education!”

### Celebrate homecoming!

Join us for the 2003 School of Education Homecoming Tailgate Celebration, on Saturday, October 18, before the Badgers take on Purdue. We'll be gathering at Union South two and a half hours before kick off (time to be announced later) for some pre-game fun, food, and music.

The Education Alumni Office will be offering full-event packages that include tickets to the football game, a great buffet, live music from Doc DeHaven, a visit from Bucky Badger and the UW Spirit Squad, and a cash bar. An optional package includes everything but the game ticket – that is, the party.

We will be mailing full information in mid-July to those on the homecoming mailing list. To get your name and mailing address on the list, contact Kathy Boebel of the Education Alumni Office, 427 Education Building, 1000 Bascom Mall, Madison, WI 53706–1398. Phone: (608) 262–0054. E-mail: boebel@education.wisc.edu.

Also, for details, go to the School of Education's Web site — [www.education.wisc.edu](http://www.education.wisc.edu) — click on “For Alumni” in the left column, and then “Alumni Events.”



**Mary Alice “Buff” Brennan**, emeritus professor of dance, taught western ballroom dance – including swing, tango, fox trot, and waltz – at a two-week workshop in Baroda, India, which was featured in an article with photo in *The Times of India*. The 17 eager students ranged in age from 18 to 55. Brennan, who retired last year, was in India to continue her research of Indian classical dance with colleague Parul Shah, professor of dance at Maharaja Sayajirao University. Shah, who has visited UW–Madison several times, will return again this year and teach at the Dance Millennium Camp in June.

**Li Chiao-Ping**, associate professor of dance, has been awarded the Emily Mead Baldwin-Bascom Professorship in the Creative Arts by the UW Arts Institute. The professorship recognizes the achievements of a tenured member of the UW–Madison arts faculty and provides general research support for two years. Li, who joined the faculty in 1993, is an acclaimed dancer, choreographer/director and videographer.

**Michael Connors**, assistant professor of computer-augmented printmaking and design in the Department of Art, was elected to the Board of the Southern Graphics Council. He was invited to chair a panel on “Revolution in Printmaking” at the Southern Graphics Annual Conference in Boston in April.

Professor **Chere Campbell Gibson** of the Continuing and Vocational Education faculty, has received a \$135,000 grant from the National Science Foundation through the American Distance Education Consortium to conduct a two-year ethnographic study of five tribal colleges in Wisconsin and Minnesota where wireless Internet has recently been added.

Also, Gibson, **Doreen Holmgren** of the Dance Program staff, Sonya Clark of Human Ecology and Mary Layoun of Letters and Science have received a Mellon grant from the Center for the Humanities to fund a series of interdisciplinary workshops on the power of

stories in teaching and learning. The project, “The Call of Stories: Teaching and the Moral Imagination,” also includes a Web site: <http://labweb.education.wisc.edu/callofstories>

**Betty R. Hasselkus**, emeritus professor of occupational therapy, has been awarded a visiting professorship at the University of Ulster, School of Health and Rehabilitation Sciences, Jordanstown campus, Northern Ireland. Over a three-year period, she will visit the campus and serve as a consultant and lecturer on qualitative research methods in health care research. Hasselkus also presented the annual Wilma West Lecture at the University of Southern California–Los Angeles in January 2003 in conjunction with the Occupational Science Symposium.

**Karen McShane-Hellenbrand**, an instructor in the Dance Program, was featured in the January issue of *Dance Teacher* magazine for applying dance methods to the training of high school athletes to help build strength, speed, agility, flexibility, and coordination. Since she began conditioning workouts for Middleton High School’s varsity football team, other coaches have begun to seek her expertise.

**Ginny Moore Kruse**, retired director of the Cooperative Children’s Book Center (CCBC), was honored March 16 by the Wisconsin Youth Symphony Orchestra (WYSO) with its 2003 Rabin Youth Arts Award for Individual Achievement. WYSO cited Kruse’s many and varied accomplishments in leading the CCBC from 1976 to 2002.

**William J. Reese**, professor of educational policy studies and history, has been elected to the National Academy of Education, which consists of up to 150 members elected on the basis of outstanding scholarship or outstanding contributions to education. Reese has served as president of the History of Education Society, vice-president of the History and Historiography Division of AERA, and editor of the *History of Education Quarterly*. His books



**Jin-Wen Yu**, associate professor and chair of the Dance Program, received the first Madison CitiArts Signature Grant – \$5,000 – to create “Flowing,” which premiered at the Madison Civic Center in September 2002. His three-year project, “Dance and Community” also received \$76,654 as one of eight grants awarded by UW–Madison’s Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment. The goal of Yu’s project is to expose K–12 students and special groups in the Madison area to dance as an art and culturally expressive form, as well as provide venues for dance students to extend their expertise of performance and teaching both on- and off-campus. The “Dance and Community” project expands upon a successful pilot project where Yu created outreach performances and educational experiences for five elementary schools and the UW Health Sports Medicine and Fitness Program in spring 2002.

include *Power and the Promise of School Reform: Grassroots Movements During the Progressive Era* and *The Origins of the American High School*. His current research project, funded by the Spencer Foundation, focuses on the history of academic standards and promotion policies in the public schools.

## Publications

**Michael W. Apple**, John Bascom Professor of curriculum and instruction and educational policy studies, recently published *The State and The Politics of Knowledge* (New York: Routledge, 2003), where he extends the arguments in his previous book, *Educating the "Right" Way*, in new and more international directions. Apple recently gave plenary addresses at international conferences in Japan, Portugal, Brazil, Norway, and England.

**Paul Bredeson**, professor of educational administration, recently published *Designs for Learning: A New Architecture for Professional Development in Schools*, (Corwin Press, Inc., 2002), which also was the title of the invited addresses he delivered in January at three professional gatherings in Australia. Bredeson also gave the keynote address, "Toward an Ethical Architecture of Professional Development: Challenges for Leaders and Learners," in October at the Annual Values and Educational Leadership Conference at the University of Toronto.

**Julia Eklund Koza**, associate professor of curriculum and instruction and music, explores relationships between formal schooling and larger cultural contexts in *Stepping Across: Four Interdisciplinary Studies of Education and Cultural Politics* (Peter Lang Publishing, New York, 2003).

*Shaping School Culture* by **Kent Peterson**, professor of educational administration, and Terrence Deal, was recently translated into Japanese by Dr. Tetsuya Kajisa, who was a visiting scholar at UW–Madison last year.

## Distance-education conference planned

The 19<sup>th</sup> Annual Conference on Distance Teaching and Learning, sponsored by UW–Madison, will offer more than 150 presentations, including speakers, workshops, advanced seminars, discussions and "new directions" forums.

The conference, titled "Working Smarter – Building on Success," will be held August 13–15 at Madison's Monona Terrace Convention Center.

This internationally recognized conference addresses the needs of educators, trainers, managers, and designers who are involved in the application of technology to the teach-

ing and learning process and in the planning, administration and management of distance education programs.

The \$365 registration fee includes program materials, proceedings, lunches, breaks, and receptions. Pre-conference workshops and advanced seminars cost \$50 and \$175, respectively.

For more information, contact Kimary Peterson, B136 Lathrop Hall, 1050 University Ave., Madison, WI 53706. Phone: (608) 265-4159. E-mail: [distel@education.wisc.edu](mailto:distel@education.wisc.edu). Web site: [www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference)

## Compensation conference draws 400

The third annual National Conference on Teacher Compensation and Evaluation – sponsored by the Teacher Compensation Project at the Wisconsin Center for Education Research – drew nearly 400 participants from 37 states, Canada, The Netherlands, and Korea.

The conference, held in November in suburban Chicago, brought together teachers, administrators, union representatives, and state policymakers to learn about teacher compensation and evaluation initiatives.

The Teacher Compensation Project is part of the Consortium for Policy Research in Education (CPRE), directed at UW–Madison by Allan Odden, professor of educational administration and principal investigator of the School Finance and Teacher Compensation Projects.

**More information** about the 2002 conference and links to many of the presentations are available on the CPRE Web site at: [www.wcer.wisc.edu/cpre/conference/conference/Nov02/](http://www.wcer.wisc.edu/cpre/conference/conference/Nov02/)

## SOE staffers receive campus honors

Two School of Education staff members were among eight university professionals recognized with 2003 Academic Staff Excellence Awards for their outstanding work in leadership, public service, research and teaching.

**Norman L. Webb**, a senior research scientist at the Wisconsin Center for Education Research (WCER) received a Chancellor's Award for Excellence in Research. Webb's contributions to math education, assessment of student learning, and evaluation of systemic education reform have advanced the thinking of his colleagues and influenced the practices of thousands of educators.

Webb has spent 28 years studying a variety of education issues, most recently focusing on the evaluation of standards-based reform.

**Tim Gattenby**, an assistant faculty associate in the Department of Kinesiology, received the Robert Heideman Award for Excellence in Public Service. Gattenby teaches how exercises and activities can be individualized and adapted for a wide range of physical abilities. (See story on page 9.) Clients who participate in his programs come from the Madison area and from many miles beyond. Gattenby also played a key role in the selection of Madison as the site of the 2002 Ironman Wisconsin competition, a major boon to the city and local economy.

## Upcoming Workshops, Programs from Education Outreach

**For information** on these and other upcoming programs, go to the Education Outreach Web site: [www.education.wisc.edu/outreach/](http://www.education.wisc.edu/outreach/). Or contact the Office of Education Outreach, 1050 University Avenue, Madison, WI 53706-1386. Phone: (608) 262-7419. E-mail: [outreachinfo@education.wisc.edu](mailto:outreachinfo@education.wisc.edu).

### **Instructional Technology Coordinator Update Series**

**July 11-13 and August 1-3, Pyle Center, UW-Madison.** Participants must have (or be qualified for) Wisconsin teaching license and three years of teaching experience. When PI-34 takes effect in July 2004, many Wisconsin districts will have instructional technology coordinators who have not met all of the new license content standards. These workshops are designed to help these individuals fill in the background that most need in order to qualify for the new license. The July series will focus on educational administrative topics and the August series will focus on network and facilities design, IT management and network operations. For more information, e-mail Steve Lanphear at: [slampbear@education.wisc.edu](mailto:slampbear@education.wisc.edu)

### **Ice Cubes and X-Rays: High Energy Astronomy**

**August 4-8, UW-Space Place, Madison.** Workshop for K-12 teachers, parents, youth program directors, science enthusiasts. Sessions Monday through Thursday will focus on the Concepts of Observational Astronomy and Telescopes (how to set up and use them). Also UW-Madison scientists will describe current research. Plus outdoor visits to local observatories, weather permitting. On Friday, participants may choose one of the two following sessions: A) activities and demonstrations, featuring ways to extend astronomy into other parts of the curriculum (introductory level) or B) topics in physics, such as orbits, stellar evolution, galaxies, optics, and history (advanced level). Addresses PI34. Offers 3 CEUs or 1 UW-Madison credit. Sponsors include: UW-Madison School of Education Office of Education Outreach; College of Letters and Science, Astronomy Department, Space Astronomy Laboratory, UW Space Place; Wisconsin Idea National Network-Education and Research in the Space Sciences.

### **Native People of Wisconsin:**

#### **Developing Essential Understandings**

**Wednesday, October 22, Pyle Center, UW-Madison.** For many years, classroom teachers have been searching for accurate and authentic materials to teach about the Indian Nations of Wisconsin in accordance with Act 31. Through her soon-to-be-published *Native People of Wisconsin*, professor and author Patty Loew will explore the history and contemporary issues of Wisconsin's 12 Native Nations. Bobbie Malone of the Wisconsin Historical Society

and Kori Oberle of the Wisconsin Educational Communications Board will introduce teachers to the accompanying guide. J. P. Leary, American Indian Studies Consultant for the Wisconsin Department of Public Instruction, also will participate.

### **Dialogues with Democracy:**

#### **Civic Engagement in Wisconsin's Classrooms.**

**Wednesday, December 10, Pyle Center, UW-Madison.** How can we model democratic classrooms that promote students' understanding of the rights and responsibilities of active citizens? Building on the recent work of DPI's Civics Action Task Force on K-12 Democratic Citizenship Education, conference participants will consider how to recharge the topic of civics engagement through problem solving and active learning, and by interacting with key elected officials in all three branches of state government. The keynote will address the value of democracy education, engaged citizenship, and service learning, while breakout sessions will provide forums to discuss strategies for meeting the Task Force recommendations. The concluding plenary session will lead to the creation of an action plan to support K-12 teachers as they nurture their classrooms and schools to become laboratories of democracy. The conference is sponsored by the Wisconsin Educational Communications Board, the Wisconsin Historical Society, the Law-Related Education Program of the State Bar of Wisconsin, the Wisconsin Supreme Court, and the UW-Madison School of Education.

### **How to Study in Middle School and High School**

#### **Saturday mornings in September-October, Bascom Hall,**

**UW-Madison.** Boys and girls in grades 7 and higher are grouped with grade-level peers to learn the fundamentals of important study strategies - time management, listening and note-taking, organizing information, survey research, and preparing for and taking tests. Throughout the 5-session program, students compile a 150-page binder of definitions, examples, and practice materials to later use at home and school as a handy reference manual.

### **Truancy: Principles and Practices of Effective Interventions**

#### **Monday-Tuesday, December 1-2, Pyle Center, UW-Madison.**

A two-day conference for K-12 administrators, teachers and counselors designed to assist participants in understanding the roots of truancy and the principles that can be used to guide the development of effective programs to reduce truancy within a school district. Participants will use these principles to develop truancy reduction programs for their own districts. Each participant will leave the conference with a plan of action. Conference Director: Hardin Coleman, professor of counseling psychology, UW-Madison.

## Running

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The course has attracted people of various abilities and ages. Last year, the trainees ranged from a 19-year-old college freshman to a 64-year-old woman, Carda said. The ages of this year's group ranges from the mid-20s to 50s.

"Most are first-time marathoners," he said.

When they start the course, students provide background information about their fitness levels and training histories, so that "I can give them some feedback accordingly," Carda said.

Every Wednesday, Carda posts materials for a new topic on the password-protected class Web site. Topics include: principles and goals of training; program design; phases of training; strengthening, stretching and injuries; biomechanics of running; exercise and the environment; body composition; nutrition; physiological adaptations to training; gender and age impacts on performance; and race-day strategies.

"I give them a lot of things to think about," he said, noting that the information is backed by research and experience.

Students can e-mail questions directly to the instructor or post their queries on the class message

board, which "has had pretty fair use." To encourage interaction on the message board, Carda gives students opportunities to answer their own questions. "I try to give them three to four days before chiming in," he said.

He noted that some of his online students seem to relish the interaction, while others appear content simply to receive the information that he presents.

After the class completes its run in May, the students have an opportunity to meet – and run with – Carda. Last year, he met with a dozen of his online students at the Fluno Center on the day before the Madison Marathon and offered some last-minute tips. On race day, they went to the starting line together.

Although the course has been tied to preparation for the Madison Marathon, Carda emphasized that the value of this class goes beyond this single event. He explained that, in the Physical Education Activity Program, which he coordinates, "we try to teach lifetime physical



**Ron Carda, front row left, meets with several of his online students at the Fluno Center the day before last year's Madison Marathon.**

activities." He sees the marathon-training course in that light.

"It's been a lot of fun," he said.

Feedback from those who have completed the course has been positive. Here are some comments from the course evaluations:

▶ (Carda) "did help personalize workouts for me and was responsive to my questions. . . His suggestions and the readings were insightful and helpful."

▶ "I am grateful for all the handout material and I will probably refer to some of the suggestions as I do yet another (injury) comeback routine."

A day after she crossed the finish line of a marathon, another participant wrote: "I had a great time, and felt good the entire time. . . I know the online course helped keep me focused and motivated, and I enjoyed it and looked forward to the lectures each week. Although I didn't post anything to the message board, I read it often and found some good advice there." ■

Ron Carda (Ph.D. '90 in exercise physiology, UW–Madison) joined the Kinesiology Department's instructional staff in 1992. He coordinates the department's Physical Education Activity Program and teaches courses on cross-training, weight-training, golf, badminton, and exercise, nutrition and health. He also is a "team-in-training" coach for the Leukemia Society. A veteran of 25 marathons, his goal is to run a marathon in every state.

For more information on the course, go online to:

**[www.uwalumni.com/marathon/](http://www.uwalumni.com/marathon/)**

The site includes links to other sites of interest to distance runners.

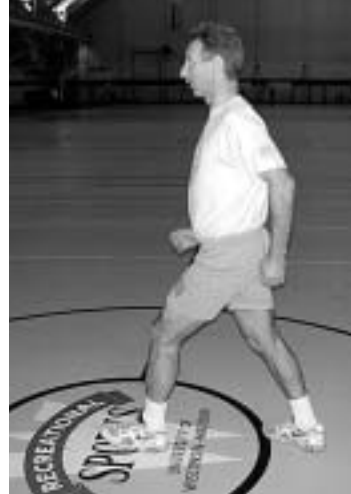
## Internet provides new route for runners

**R**on Carda teaches those who enroll in his marathon-training course about such topics as nutrition and the biomechanics of running, helps them develop personal training plans, and offers expert advice on “running smart.”

Carda, an instructor in the UW–Madison Department of Kinesiology and a veteran marathoner, also encourages discussion among his runners-in-training. For instance, one exchange focused on how to deal with frozen eyelashes and other cold-weather training challenges.

“I think there’s a fair amount of interaction,” he said, which is quite an accomplishment for a group of students who never set foot in a classroom for face-to-face instruction. For most of them, their days on campus are past – perhaps decades past – and they interact with the instructor and each other only through their computers.

Carda teaches the online marathon-training course offered through Wisconsin Alumni Lifelong Learning, a partnership between UW–Madison’s Division of Continuing Studies and the Wisconsin Alumni Association. He adapted the online course from the marathon/distance training class he has taught to students on campus each spring since 1994.



**Ron Carda demonstrates the proper stride, as part of his lesson on the biomechanics of running, which is posted on the Web site for his marathon-training course. In this lesson, Carda explains that a shorter stride provides more flexion in the leg when contact is made with the surface, thus reducing the impact on joints.**

Last year, when the course was launched, 48 people registered, which exceeded expectations. This year, Carda has 17 online trainees, which he considers a more manageable number.

“The difference can be attributed to the fact that, last year, Ron and the class were featured in *On Wisconsin* magazine, which circulates internationally to over 300,000 people,” explained Sarah Schutt, alumni learning outreach specialist. “We advertised much more locally this year.”

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