

6 School launches new programs for educators

7 Go wild over Harry Potter at CCBC

16 September 11: A trying day for student teachers



WCER photos

Left: At the Wisconsin Center for Education Research, Paula White, Janice Patterson and William Clune review data for their study of changes in high school course-taking.

Below: Many teachers and their students have benefited by the application of work done by WCER researchers in their classrooms.

'Research fueling teaching'

Wisconsin Center for Education Research tackles projects aimed at improving education for all

Over the next 10 years, U.S. schools will have to replace more than two-thirds of all current teachers. More than half of the faculty in universities that grant doctoral degrees in mathematics education will be eligible for retirement in two years, and almost 80 percent will be eligible in the next decade.

Such projections, according to the National Science Foundation (NSF), point to an urgent need for the United States to develop a new generation of leaders in mathematics education – instructors and researchers who are equipped to serve a K–12 student population that is becoming more ethnically and linguistically diverse.

In response, a five-year, \$11.5 million consortium based at the University of Wisconsin–Madison's Wisconsin Center for Education Research (WCER) is taking a lead role in rebuilding the nation's mathematics education infrastructure.

This project is among the latest major research grants secured by WCER, which ranks as



the largest research and development unit on the Madison campus, based on expenditures as measured by the university.

The millions of research dollars that fund WCER projects each year go toward improving the quality of education for all children, according to Director Andrew Porter and Associate Director Stephen Elliott, who described the center's work as "research fueling teaching."

Porter pointed to the new project – known as "Diversity in Mathematics Education: Building Infrastructure for Learning and Teaching Mathematics with Understanding" – as one more WCER effort expected to have a significant impact in the classroom.

The project's emphasis on creating the next generation of leaders in a particular field makes this "a lit-

Continued on next page

tle different than the typical grant,” he said. “It’s going to be a real boon to our mathematics education.”

Porter also noted two other major research grants awarded recently:

- ▶ **The Coordination, Consultation, and Evaluation Center for Implementing K–3 Behavior and Reading Intervention**, funded by a five-year grant of \$1.2 million per year from the U.S. Department of Education’s Office of Special Education and Rehabilitative Services, will assist six



Andrew Porter

research centers nationwide that are implementing behavior and reading intervention models for students in kindergarten through third grade. Assuming a leadership role here gives WCER its “first toehold back into reading” in many years, Porter said. Project leaders Thomas R. Kratochwill and Stephen Elliott, both professors



Stephen Elliott

of school psychology, will be evaluating the acceptability, integrity, effectiveness, and cost of the intervention models.

- ▶ **Families and Schools Together (FAST)** received \$1.8 million from the U.S. Bureau of Justice Assistance to launch the program nationally.

Developed in 1988 by UW–Madison senior scientist Lynn McDonald, FAST aims to strengthen families, enhance family, school, and community ties, help children to succeed at school and at home, reduce drugs and alcohol abuse, and reduce stress and social isolation. The nationally recognized program, which uses repeated interactive sessions to build family, school and community relationships, has been introduced to more than 600 schools in 38 states and four Indian nations. “She’d like to see it become something akin to Head Start,” said Porter, who noted that FAST recently performed well in randomized trials. For more information, go to the FAST Web site: www.wcer.wisc.edu/fast/

Addressing math needs

The Diversity in Mathematics Education (DiME) center at WCER is one of five NSF-funded Centers on Learning and Teaching charged with addressing the critical national need to develop a new generation of instructors and researchers and to increase knowledge and resources in math and science.

The DiME consortium is seeking ways to improve the teaching of algebra to diverse populations, according to the NSF. Success in algebra – considered a gatekeeper course – determines if students continue to advanced science and mathematics instruction.

The consortium, led by mathematics and education faculty, also includes the Madison Metropolitan School District, the University of California at Berkeley, the Berkeley Unified School District, the University of California at Los Angeles, and the California Subject Matter Project.



Walter Secada

Together, the three participating universities aim to produce 30 new leaders in research and teaching, each the author of doctoral research focused on multiculturalism in mathematics education.

“The knowledge we generate will be new,” said Walter Secada, UW–Madison professor of curriculum and instruction, who is directing DiME. Previous research in mathematics and teaching done at WCER and elsewhere within the School of Education also “will feed into the work of the center,” Secada said.

SCHOOL OF EDUCATION NEWS

Fall 2001/Winter 2002

Produced by the Office of
External Relations

Charles Read, Dean

Henry Lufner, Jr., Associate
Dean

Kerry Hill, Newsletter Editor

Kathy Boebel, Alumni
Coordinator

Judy Holt, Public Relations
Coordinator

Jane Urbaska, Development
Director

DESIGN AND PRODUCTION

**Barry Carlsen, Eileen
Fitzgerald, Eric Schueffner**
University Communications

CORRESPONDENCE AND ADDRESS CHANGES

Box 21, Education Building
1000 Bascom Mall
Madison, WI 53706-1398
(608) 265-2831
FAX: (608) 265-5813
soenews@education.wisc.edu

The School of Education
News is available on the web
at: www.education.wisc.edu

About the Wisconsin Center for Education Research

- ▶ Established in 1964 as one of the first university-based research and development centers created under the federal Cooperative Research Act
- ▶ Part of the University of Wisconsin–Madison’s School of Education.
- ▶ Provides a productive environment where some of the country’s leading scholars conduct basic and applied education research.
- ▶ Work examines each of what have been called the “four common

places” of education: the teacher, the learner, the organizational setting, and the curriculum.

- ▶ Funding sources include private foundations and a variety of government agencies, including the U.S. Department of Education’s Office of Educational Research and Improvement, other U.S. Department of Education agencies, the National Science Foundation, and the U.S. Department of Health and Human Services.

For more information:

Wisconsin Center for
Education Research,
School of Education
University of Wisconsin–Madison
1025 West Johnson Street, Suite 785
Madison, Wisconsin 53706.

Phone: (608) 263-4200

E-mail: uw-wcer@education.wisc.edu

Web site: www.wcer.wisc.edu/

WCER photo



WCER researchers have studied how children learn mathematics and science in an effort to improve ways of teaching those subjects.

The pairing of each university within the consortium with practicing K–12 educators will enable the practical application of the research. WCER will train as many as 75 teachers in the Madison School District, holding separate seminars for elementary, middle and high school teachers. That knowledge will be spread further as student teachers are placed with Madison teachers who have received DiME training, Secada explained.

“We believe the project will enhance our capacity to provide all K–12 students, without regard to demographic characteristics, mathematics instruction that leads to understanding,” says Mary Ramberg, teaching and learning director for the Madison School District.

Ultimately, DiME aims to produce models, curriculum materials and Web-based tools that will enable other institutions to launch their own efforts.

Citing the need to address diversity issues, Secada pointed to achievement gaps, not just in performance, but in how far individuals from different ethnic and linguistic backgrounds go in their mathematics studies. Educators need to better understand how multiculturalism affects classroom performance, he said. For example, training should help teachers better distinguish whether a student who has difficulty responding simply lacks the knowledge, is deficient in language skills, or has different style of responding.

Noting the stereotype of math teachers who insist that they teach the subject, not the students, Secada emphasized, “We’re teaching the subject *and* the kids.”

Range of research

Research at WCER spans the scope of education from the effects of infant child care to the improvement of first-grade mathematics to the uses adults make of their literacy skills to the study of graduate education programs. To achieve its research goals, the center brings together five previously separate and distinct lines of scholarly inquiry: teaching, learning, curriculum, assessment, and leadership.

Researchers come from such diverse backgrounds as sociology, English, law, mathematics, engineering, and social work, as well as from most areas of specialization within the School of Education.

As an example of WCER research that already has had a significant impact on instruction, Porter pointed to the problem-solving mathematics program for students in kindergarten through third grade developed by two School of Education curriculum and instruction faculty members. Cognitively Guided

Continued on page 5

SERF expansion set to proceed

Construction of a three-story addition to the University of Wisconsin–Madison’s Southeast Recreational Facility (SERF) is set to begin in February or March, with completion expected by the end of the year, according to David Berge, UW–Madison director of recreational sports.

The \$6.3 million addition, approved last June by the Board of Regents and the State Building Commission, will house four basketball/volleyball courts on the first two levels and an aerobics facility with space for cardiovascular and dance training on the top level.

SERF, 715 W. Dayton St., was built in 1983 to serve the 3,900 students living in campus high-rise dormitories across the street, but an estimated 500,000 participants used the facility last year. Despite a series of building upgrades to maximize space, SERF currently fails to provide enough room to meet the growing demand for recreational activities.

Students, faculty and staff will share the cost of the project through fee increases.

The Division of Recreational Sports, which operates SERF and other recreational facilities on campus, is a unit of the School of Education.

Summer dance camp honored

Dance Millennium, a weeklong intensive resident camp sponsored by the UW–Madison Dance Program, has won the 2001 Creative and Innovative Program Award of Merit for a Non-credit Program

from the North American Association of Summer Sessions (NAASS).

In addition to concentrating on technique and performance, the camp focuses on world dance. That includes ballet, modern, Puerto Rican, repertory, musical theater, composition, hip-hop, Asian, and jazz technique classes.



A ballet student practices during last summer’s Dance Millennium, a weeklong intensive resident camp sponsored by the UW–Madison Dance Program.

Dance Millennium students work with professional dancers in resident companies, perform in a final concert along side resident company members, attend a series of special lectures and performances on campus, and participate in cross-scheduled classes with the Music School’s summer clinic.

In 2001, resident companies Jazzworks and Jin-Wen Yu Dance were showcased.

Attendance has doubled at the camp since it began operating in

the summer of 2000 and continued growth is expected.

Karen McShane-Hellenbrand of the UW–Madison Dance Program directs Dance Millennium.

IMDC creates innovative learning tools

The Instructional Media Development Center (IMDC), a School of Education media production facility, has created several new CD and Web-based learning tools that make it possible to simulate real-life situations in a controlled environment.

Produced under the direction of the IMDC’s Interactive Solutions Division, these advanced products allow users to have a self-directed learning experience.

For example, the *Anatomy of a Heart Attack* CD, now in a testing phase, will be used in the Department of Physiology to teach medical students the concepts behind treating a heart attack. The program incorporates live video, EKG animations, and text to simulate the conditions of a heart attack, as well as the outcomes of various treatments.

The recently completed *MOC 572 Diesel Engine Simulation* allows students to manipulate different aspects of engine performance, and then instantly view the results.

Other interactive tools produced through IMDC Interactive Solutions include: *Breast Cancer Risk & Genetic Testing*, *The Physician’s Role in Substance Abuse Prevention*, and *Hormone Replacement Therapy: A Decision Aid*.

New projects underway include *Testing for Cystic Fibrosis Carrier Status: What A Pregnant Woman Should Know*, *IC Engine Shortcourse*, and *Continuing Medical Education CD-ROM* for the Center for Tobacco Research and Intervention.

Plastic “school” sparks thoughts on education

On a pleasant October day, Matthew Dehaemers, a master of fine arts candidate, raised this “No-Room Schoolhouse” – a three-quarter scale structure made of more than 1,000 feet of plastic PVC tubing and 1,400 feet of nylon rope – on a Bascom Hill sidewalk near the Education Building. Dehaemers, left, wanted to do something that connected art with education, and sees this piece – the beginning of his body of work for his master thesis this spring – as a means to get people to think about changes in education over the years.

Dehaemers later discussed the project in more detail:

“The schoolhouse structure is somewhat modeled after a one-room schoolhouse near Argyle, Wis. Recently I reconstructed the schoolhouse structure next to that brick schoolhouse (Einerson School) with 20–25 high school students from Argyle High School.

“The Bascom Hill site was an important location because the schoolhouse was placed on the sidewalk that crossed over to the Education Building and then up the hill is Bascom Hall, two building structures that represent our educational institution.



Photo by Jeff Miller / UW-Madison News and Public Affairs

“The schoolhouse also works as an ambiguous structure to echo the multi-functional purpose of such a structure for people of the community to gather for social events, making community decisions and laws, and a place for people to worship.

“The act of raising the structure is just as important to me as the final standing structure. The raising references barn raisings of the earlier centuries. The barn raising created this sense of community.

“The swings in the structure refer on one level to children at play but it also makes references to stability of our education system and our sense of community. We trust a chair to support us and give us stability while a swing relies on our own legs to keep us balanced.

“I want viewers to bring their own experiences to this structure so that they can find some meaning that is relevant for themselves. The structure will be reconstructed at least one more time in my final exhibition,

which will hopefully take place in a school gymnasium.

“One of the most important aspects of my work is the ability to involve people directly in the construction of it – the opportunity not to work as a single artist but many people working together to achieve one goal one vision.”

Research

Continued from page 3

Instruction (CGI), developed by Thomas Carpenter and Elizabeth Fennema, has been proven effective for boys and girls of diverse social class, racial and ethnic, and language proficiency backgrounds.

The CGI method to teaching mathematics recognizes that young children naturally develop individualized mathematical processing styles, based on their varied experience and abilities. Using CGI research, teachers can adjust their instructional approaches to match their students’ individual strategies.

Secada, Carpenter, now associate director of the DiME project,

and Fennema are internationally known for their work in mathematics education on topics ranging from the development of children’s counting and problem-solving skills, equity in mathematics education, the professional development of teachers, the nature of mathematics teachers’ professional communities, and the reform of school mathematics.

Meanwhile, noted Porter, teacher training is getting a boost from the Secondary Teacher Education Project (STEP), led by Sharon J. Derry, professor of educational psychology.

Other topics on WCER’s roster of active projects include:

- ▶ How to improve instruction at the college level.

- ▶ How to improve early child-care programs and after-school care.
- ▶ How students learn about mathematics and science.
- ▶ How alternative pay systems might be used to better focus teacher development and classroom practice.
- ▶ How to better prepare teachers for culturally diverse classroom settings.
- ▶ How education policy affects curricula and school-site management.
- ▶ How to improve English instruction, kindergarten through grade 12, by specifying curriculum and instruction features that are essential to students’ success.

NEW OPPORTUNITIES OFFERED FOR EDUCATORS

Master's program addresses convenience, new standards

Wisconsin teachers who want to earn their master's degrees but find it difficult to travel to campus during the academic year can benefit from a program being introduced this year at the UW–Madison School of Education.

The Master of Science for Professional Educators (MSPE) will allow teachers to earn their degrees over two years, with a 24-credit program that includes a capstone project.

The program consists of four courses taught via the Internet during the school year and four taught on campus during summer sessions. The MSPE is being housed in the School's Educational Psychology Department, administered through the Office of Education Outreach, and will involve collaborations with other departments, including Curriculum and Instruction and Educational Administration.

The program, set to begin this summer, is aligned with the new Wisconsin Teacher Standards (PI 34) and National Professional Teaching Standards. MSPE courses link directly to the ten standards teachers must meet as they advance through the licensing, from initial educator to professional and master educator.

The program is based on the latest educational research, much of it done at UW–Madison, and all courses

will be taught by School of Education faculty and staff. Co-directors of the program are Associate Dean Michael Subkoviak, a professor of educational psychology, and Blanche Emerick, director of the Office of Education Outreach.

Students will be admitted to the MSPE program in cohorts of 20 to 25 teachers to help create a sense of family.

The two summer courses each year will involve a study and independent reading period three weeks prior to coming to the Madison campus for an intensive nine-day session, which then will be followed by independent work off campus to complete projects for the courses.

Over two academic years, participants will take one online course per semester.

The capstone project will involve "action research" on topics of importance to colleagues and students.

For more information, contact the Office of Outreach Education at (608) 263-5140. E-mail: mspe@education.wisc.edu. Web site: www.education.wisc.edu/mspe/

More information on the changes in teacher licensing under PI 34 is available on the Wisconsin Department of Public Instruction Web site: www.dpi.state.wi.us/dpid/sis/tell/watsnew.html

Academy to train school leaders in uses of technology

Over the next three summers, some 1,000 Wisconsin school principals and superintendents – working in teams – will have an opportunity to learn how they can apply technology and data-based decision making to improve student learning.

The Wisconsin School Leadership Academy, unveiled last June by Gov. Scott McCallum, is a collaborative effort led by the Association of Wisconsin School Administrators (AWSA), Wisconsin Association of School District Administrators (WASDA), Wisconsin Department of Public Instruction and UW–Madison Department of Educational Administration.

"This initiative will be closely linked to Wisconsin's key education reform initiatives," said McCallum.

Funding for the \$3.3 million project includes nearly \$1.7 million from the Bill and Melinda Gates Foundation, with matching funds from AT&T, AWSA, WASDA, and UW–Madison. The training and online resources will enable school leaders to use technology effectively in decision-making and advancing instructional strategies.

"While class size and school size, the quality of the teaching force, and a few other factors matter in improving student learning, principals put the puzzle pieces together,"

While class size and school size, the quality of the teaching force, and a few other factors matter in improving student learning, principals put the puzzle pieces together.

L. Allen Phelps

said L. Allen Phelps, chairman of the Department of Educational Administration, at the academy announcement. "Principals, teacher leaders, and superintendents must provide a vision and strategy that produces better learning in each Wisconsin community."

Academy participants will earn credit from the School of Education.

Phelps added that the academy "features a number of innovative opportunities and significant, new resources to help Wisconsin school administrators make the challenging transition from administrator to educational leader. This academy has the potential to transform dramatically

the way we prepare educational leaders in the university, and we look forward to participating actively in its implementation."

The AWSA and Wisconsin Foundation for Educational Administration will administer the initiative, in cooperation with WASDA.

For more information, go to www.awsa.org/grant.htm. Or contact James Lynch, associate executive director of the Association of Wisconsin School Administrators, 4797 Hayes Road, Suite 103, Madison, WI 53704-3191. Phone: (608) 241-0300. E-mail: jimlynch@awsa.org.

CCBC has plenty of Potter for perusing

Still can't get enough of Harry Potter? Then you should visit the Cooperative Children's Book Center (CCBC) Web site (www.education.wisc.edu/ccbc/) for these pages created or updated by CCBC Librarian **Kathleen T. Horning**, the Web site manager.

Horning, a devoted Harry Potter fan who monitors the plethora of Web sites in her free time, offers her recommendations to visitors of the CCBC's Web site. She has presented a paper, "What's The Big Harry Deal? The Harry Potter Phenomenon," to the Wisconsin Library Association, the Wisconsin Educational Media Association, and, most recently, the UW–Madison School of Library and Information Studies.

Here are her pages on the CCBC site:

- **"The Sugar Quill,"** the CCBC's Link of the Month (www.education.wisc.edu/ccbc/new.htm), is an extensive collection of Harry Potter fan fiction which provides not only archive space for writers but a beta service (editing), links to resources for writers, information about the books and characters, a glossary, and discussion boards that allow for interaction among writers and readers.
- **Selected Harry Potter Links** (www.education.wisc.edu/ccbc/hplinks.htm) — Horning has compiled the selections, from official sites to fan pages, based on quality, authority, currency, and originality. It is not meant to be exhaustive, but rather to show the range of pages that have been created thus far, with a special emphasis on pages by children for children.
- **Harry Potter around the World** (www.education.wisc.edu/ccbc/rowling/editions.htm) — This popular page contains scanned images of book jackets from Harry Potter books from around the world. The first page of each edition is replicated to show a bit of a Harry Potter book in various languages. These books come from Horning's personal collection and showcase many languages for children, families, teachers and anyone else interested in that dimension.
- **Selected Reviews, Articles and Interviews** — (www.education.wisc.edu/ccbc/hpreview.htm) — An



Harry Potter cover from Germany.

invaluable collection of information offers a wide range of professional and personal perspectives about the Harry Potter books.

Charlotte Zolotow Lecture and Awards

- **"Jock Culture: Writing and Fighting,"** the Fourth Annual Charlotte Zolotow Lecture, which was given October 3 by Robert Lipsyte, sports journalist and award-winning author of sports fiction for teenagers, at the Wisconsin Union Theater, is now available as an archived video on the CCBC Web site at



Charlotte Zolotow greets sports journalist Robert Lipsyte at the awards ceremonies in October in New York City.

www.education.wisc.edu/ccbc/zolotow/czweb01.htm.

- **Virtual scrapbook:** A new page on the CCBC Web site includes photos from the Charlotte Zolotow Award event in New York City on October 29. This page (www.education.wisc.edu/ccbc/zolotow/2001/award.htm) also links to an interview with Zolotow Award winner Kate Banks by Tana Elias for the Friends of the CCBC Newsletter.

CCBC staff news

Librarian **Kathleen T. Horning** has been elected 2002 vice president / 2003 president-elect of the United States Board on Books for Young People. Horning was the program chair for the USBBY Conference held at UW–Madison in October 1999, and hosted by the CCBC and the School of Education Office of Education Outreach.

Kathleen T. Horning and CCBC Director **Ginny Moore Kruse** spoke at the week-long Children's Literature Institute hosted by Children's Literature New England, Inc., and held on the campus of the University of Toronto during August 2001.

On October 19, **Ginny Moore Kruse** presented the 2001 Jane Addams Children's Book Awards to the authors and artists of six books singled out by the national jury she chairs. The winning books and information about these annual book awards can be seen on the CCBC Web site:

www.education.wisc.edu/ccbc/public/jaddams.htm

School of Education honors seven alumni

Seven alumni of the UW–Madison School of Education received awards during Alumni Weekend festivities on May 12, 2001.

Alumni Achievement Awards

This award, the School's highest honor, recognizes significant contributions to the recipients' chosen fields and exemplary records of professional leadership and service. The 2001 recipients are:

Ronald Trent Anderson (B.S. '61 in art education, M.S. '62 and M.F.A. '63 in art) sparked the imagination of his high school students as an art educator for 38 years, including 30 years in Springfield, Mass. He developed innovative courses in art, art history, aesthetics and art criticism, and brought a multicultural focus to the classroom. He played a leading role in developing curriculum materials for use in Springfield schools and throughout Massachusetts. His previous honors include the Marie Walsh Sharpe Fellowship from the National Art Education Association in 1998 and the Massachusetts Art Educator of the Year Award in 1999.

Barbara Brodhagen (B.S. '72 in physical education; M.S. '76 in behavioral disabilities; Ph.D. '98 in curriculum and instruction) has distinguished herself as a researcher in curriculum reform, while continuing to teach at Sherman Middle School in Madison. She has worked on projects through the Wisconsin Department of Public Instruction to promote integrated curricula throughout the state. On a national



Recipients of the School of Education's 2001 alumni awards are shown here with Dean Charles Read. They are, front row from left, Ronald Trent Anderson, Diana Kasbaum, Vicki Hayes, Margaret "Jo" Safrit, and Dean Read. In back, from left: Barb Brodhagen and Sky Yaeger. Not in picture: James Leming.

level, she has taken leadership roles in the National Middle School Association and the American Educational Research Association, the world's largest organization of educational researchers.

James Leming (Ph.D. '73 in curriculum and instruction) is regarded among the leading experts in the field of character education, and is widely respected for his studies evaluating the effectiveness of curricula designed to teach values and ethics. He has published three books and numerous articles on character education. A former high school social studies and math teacher, he spent many years on the faculty at Southern Illinois University in Carbondale and is now the

Carl A. Gerstacker Professor of Education at Saginaw Valley State University in Michigan.

Margaret J. "Jo" Safrit (M.S. '62 and Ph.D. '67 in physical education) pioneered research of measurement in physical education and exercise science. She has produced more than 85 research publications, 155 lectures and papers, and two widely respected textbooks. Although formally retired, she continues to contribute to professional organizations at the national and international levels and to update and revise her textbooks. She taught for more than 30 years in undergraduate and graduate programs at UW–Madison and American University. She remains a

mentor to many students who have gone on to become leaders in the field of physical education.

Sky Yaeger (B.S. '76 in art and English; M.A. '78 and M.F.A. '80 in art) has combined her talent as a designer with her passion for the sport of cycling. After working as an art teacher in Japan and graphic designer in Madison, she signed on with bicycle makers Trek and SunTour. Now, as vice president for product development and marketing at Bianchi USA, a leading bicycle manufacturer based in California, she is involved in every aspect from concept development to catalogue layout in creating the company's successful line of bicycles.

Outstanding Recent Graduate Award

This award recognizes outstanding graduates who have received a degree or certificate from the School within the past 10 years. Selection is based on demonstrated achievement and leadership within a chosen field, as well as the potential and promise for continued growth and success. The 2001 recipient is:

Victoria Hays (Ph.D. '94 in counseling psychology) reaches out to student groups often overlooked, as a psychologist for counseling and psychological services and assistant director for psychology training at the University of Michigan. A former athlete and coach herself, she has built bridges between the counseling community and student populations that are traditionally underserved. She has become a valued resource for athletes, individuals with eating disorders and members of the gay, lesbian and bisexual community.

CHARACTER EDUCATION *New push has old roots*

James Leming pointed to one particular section of his third-grade report card, at his less-than-stellar marks for "social adjustment."

The grading of such non-academic attributes as "begins work promptly" and "uses free time constructively" sprang from the "character education" movement borne of the social and political turmoil of the 1920s and '30s, explained Lemming, one of the world's leading experts on the topic.

But the concern over such matters was nothing new.

"Our schools in this country have always been interested in the education of morals and values in youth," said Lemming, a School of Education alumnus and professor at Saginaw Valley State University. He spoke on the history and cultural roots of character education last May at an Alumni Weekend gathering.

The nation's Founding Fathers recognized that the "unwashed masses"

needed to be taught virtue in order for democracy to thrive. As such, he said, "the schools have always been seen in this country as an important place to address society's ills."

The social and political upheavals of the 1960s and '70s – which saw "profound questioning of the moral order of this country" – led to the current surge of interest in character education, he said.

"It's impossible to characterize this movement as a right-wing conspiracy," he said. "This is a broad-based

political movement" embraced by both Republicans and Democrats.

Like earlier such movements, however, the current one remains confused over what constitutes "character education" and its proponents divided over how best to go about it.

What is certain, Leming concluded, "moral fiber will continue to be a cereal for these troubled times."



James Leming

Lois Gadd Nemec Distinguished Elementary Education Alumni Award

The award, which memorializes Lois Gadd Nemec, a professor in elementary education at UW–Madison from 1945 to 1954, is presented to a deserving graduate of the elementary education program who has gained distinction as a classroom teacher, university or college professor, or education administrator. The 2001 recipient is:

Diana Kasbaum (B.S. '73 in elementary education) has dedicated her career to building her students' confidence and math skills. During her years as a fourth-grade teacher and elementary math coordinator at Eastside Elementary School in Sun Prairie, Wis., she shared her teaching techniques with other teachers at conferences and presentations. She has served as a facilitator of the PBS/Mathline project, an online mentoring program. Last year, she joined the Wisconsin Department of Public Instruction's Title I staff as a basic grants/mathematics consultant. She gained national recognition as recipient of a 2000 Presidential Award for Excellence in Mathematics and Science Teaching.

Linda K. Barrows (M.S. '72 and Ph.D. '78 in curriculum and instruction), superintendent of the Oregon Area School District, has been named 2002 superintendent of the year by the Wisconsin Association of School District Administrators. Barrows has led the Oregon district since 1988. Previously, she served as superintendent of the Deerfield Community School District from 1985 to 1988 and district administrator and principal for the Sharon Community School District from 1980 to 1985.

Glenis L. Benson (Ph.D. '95, educational psychology) has been recruited by the United Nations Office of Project Services as a consultant for persons with Autism Spectrum Disorders in Abu Dhabi, United Arab Emirates. Benson has a private practice in Madison for persons with Autism Spectrum Disorders.

Jim Cooper (M.A. '67, education and Spanish) of St. Louis, Mo., was selected to participate in a Fulbright Teacher Exchange. Cooper, who teaches Spanish at Parkway South High School, is participating in a one-semester exchange with Mrs. Thompson Juarez



Barbara Musser (M.S. '93, educational psychology) teaches English to children in southern Italy last summer. Musser, who teaches second grade at Lindbergh Elementary School in Madison, was part of a 15-member team of North American volunteers who spent two weeks in July teaching English to fifth-graders in the ancient Italian villages Ostuni and Carovigno through Global Volunteers, a nonprofit program based in St. Paul, Minn.

at Centro de Idiomas, Universidad Veracruzana, Poza Rica, Veracruz, Mexico.

John Fritsch (B.S.'63, art education; M.F.A. '70, art) retired in May 2001 from Madison Area Technical College. Since 1973, he has taught computer graphics, animation and 3-D animation in MATC's Department of Visual Communications. Prior to that, he was graphic designer and production coordinator for the University of Wisconsin Multimedia Laboratory.

David E. Harris (M.S. '70 and Ph.D. '76, curriculum and instruction) was appointed full and tenured professor of educational practice at the University of Michigan, Ann Arbor. Since 1977, he served as social studies consultant for the Intermediate School District of Oakland County, Mich.

Laura J. (Heimann) Herbrand (B.S. '79, business education) of Fort Wayne, Ind., received her Ph.D. in education administration and supervision from Ball State University in May 2001. Her dissertation was "Career Paths of Female Senior Student Affairs Officers in American Four-Year Institutions of Higher Education." Her new position is associate registrar at Indiana University Purdue University at Fort Wayne.

Barbara (Pasch) Hilb (B.S. '70, elementary education) was named Teacher of the Year by the Ohio Association of Gifted Children, Region 5, in 2000. She teaches at Wyoming Middle School and has been with the district since 1989.

Isabel Erichsen Hubbard (B.S. '57, elementary education; M.S. '79, educational administration) received the YMCA of Dane County Volunteer of the Year award at the annual meeting in June in Madison. Hubbard, a retired Madison elementary educator, volunteers for Meriter Hospital, Sunnyside Nursing Home, Komen Race for the Cure, and other community projects that focus on well-being.

Ralph D. Maves (M.S. '64, education and speech) retired from the Roseville (Minn.) Area Schools after 35 years as a school psychologist for the district. Shortly before his retirement, Maves received a lifetime achievement award from the Minnesota School Psychologists Association. He served as a president of the association, was a member of its board for nine years, and now is a legislative lobbyist for the association. He also is currently serving on the Minnesota Board of Psychology.

After a 28-year career as a public school superintendent, **Dennis W. Rislove** (Ph.D. '76, educational administration)

Share your good news

Dear School of Education alumni:

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

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

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

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

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

was named president of the Alfred Adler Graduate School in Hopkins, Minn., a specialized school that awards master's degrees in clinical psychology and psychotherapy. He also serves on the faculty of Walden University's Educational Leadership Program.

Beth Blue Swadener (Ph.D. '86, curriculum and instruction) has accepted a professorship in curriculum and instruction at Arizona State University. Previously, Swadener was a professor of curriculum and instruction (early childhood) for 12 years at Kent State University in Ohio, where she received a Diversity Creativity Award in April 2001.

James Trier (Ph.D. '01, curriculum and instruction) became an assistant professor of English education at the University of North Carolina at Chapel Hill. He serves on the faculty of the Master of Arts in Teaching Program and works with doctoral students in English education. Trier previously taught middle school and high school English, language arts, and reading in Wisconsin and Illinois for a decade. He also taught literature and composition courses at colleges in and around Boston.

Emily Tymus (B.A. '96, teaching certificate '97) has been appointed state coordinator for the 2002 National Council of Teachers of English (NCTE) Achievement Awards in Writing, a competition for high school seniors. Tymus, now in her second year at Nicolet High School in Glendale, Wis., has been an English teacher for five years and is currently completing work on her master's degree.

Kristina Zulick-Roth (B.S. '80, elementary education) received the Rolfs Educational Foundation Middle School Teacher of the Year Award for the 2000–01 school year in the West Bend (Wis.) School District. Zulick-Roth, who received a master's degree in curriculum and instruction from UW–Milwaukee in 1993, has been teaching 7th grade science, math, and reading at West Bend's Badger Middle School since 1988. The award provides a \$1,000 grant.

WORKSHOPS FOR TEACHERS

Wisconsin Waterways: A Key to Understanding Our State's Geography, History, Economy, and Culture: Friday, March 15, from 8 a.m. to 4 p.m.; Pyle Center, 702 Langdon St., UW–Madison Campus.

From the ice age to the present, water has literally shaped our state and shaped our lives. Jeff Gray, state underwater archaeologist, and Office of School Services Director Bobbie Malone will introduce teachers of grades 4–8 to glaciation, transportation, shipping, shipwrecks, underwater archaeology, water-based industries, tourism, and environmental issues. This one-day workshop addresses and integrates Wisconsin's Model Academic Standards in history, geography, geology, archaeology, behavioral studies, and environmental science. All participants receive a copy of *Working with Water: Wisconsin Waterways*, 2001, from the New Badger History Series.

Navigating Troubled Waters: Helping Schools Cope in the Aftermath of a Crisis; How to Build Resiliency in Our Students: Tuesday, March 19, from 8:30 a.m. to 4 p.m.; Pyle Center, 702 Langdon St., UW–Madison Campus.

We live in troubled times. What can educators do to provide safe schools for our students? Donna Gaffney, a psychiatric-mental health care nurse from the International Trauma Studies Program at New York University, has worked with schools on how best to help parents, teachers, and students after the Challenger explosion, the Pan Am 103 crash in Scotland and, currently, the bombings of September 11th. In this one-day workshop, Gaffney will explain how K–12 students are differentially affected by trauma – ranging from national terrorist attacks to local disasters to individual crises. The focus will be on identifying and assisting children and teenagers in trouble, best ways to build resiliency in our students, and self-care for teachers.

For registration or more information, 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. Web site: www.soemadison.wisc.edu/outreach

Recent alumni, staff publications

Research Writing in Education and Psychology – From Planning to Publication: A Practical Handbook, by **Herbert J. Klausmeier**, (V.A.C. Henmon professor emeritus, educational psychology), Charles D. Thomas, Springfield, Ill., May 2001.

Does the Village Still Raise the Child?: A Collaborative Study in Changing Child-rearing and Early Education in Kenya, by **Beth Blue Swadener** (Ph.D. '86 in curriculum and instruction), M. Kabiru, and A. Njenga, A. SUNY Press, Albany, N.Y., 2000

Schooled to Work: Vocationalism and the American Curriculum, 1876–1916, by **Herbert M. Kliebard**, (professor emeritus, curriculum and instruction and educational policy studies). New York, N.Y.: Teachers College Press, Columbia University, 1999.

Curriculum and Consequence: Herbert M. Kliebard and the Promise of Schooling, edited by Barry M. Franklin. New York, N.Y.: Teachers College Press, 2000. Contributors include: **Daniel Pekarsky** (professor of educational policy studies), **Michael W. Apple** (professor of curriculum and instruction and educational policy studies), **Thomas S. Popkewitz** (professor of curriculum and instruction), **William J. Reese** (professor of educational policy studies).

Richard Lehrer, professor of educational psychology, has been named the new Sears Roebuck Foundation – Bascom Professor at the UW–Madison School of Education, Dean Charles Read announced.

The professorship is awarded to a faculty member in the School to recognize significant contributions to school improvement research and development work.

Lehrer, a former high school science teacher, has pioneered classroom research that investigates cognitive technologies as tools for thought in several disciplines, including mathematics, science and literacy. As Associate Director of the National Center for Improving Student Learning and Achievement in Mathematics and Science, he currently is collaborating with teachers to craft, implement, and assess modeling of mathematics and sciences in the elementary grades.

With this five-year, renewable appointment, Lehrer, who succeeds retired Professor Tom Romberg, will receive an annual allocation for use in support of his scholarly work.

Marianne Whatley, associate dean of the School of Education and chair of the Women’s Studies Program, has been named the third Evjue-Bascom Professor of Women’s Studies. Her academic interests are women’s health; sexuality and health education; and feminist perspectives on science.

Elizabeth Hayes, professor of curriculum and instruction, and **Daniele D. Flannery** (Ph.D., ‘86, in adult, continuing and vocational education, UW–Madison), assistant professor of adult education at Pennsylvania State University, Harrisburg, together have received Cyril O. Houle Award for Outstanding Literature in Adult Education for their book *Women As Learners – The Significance of Gender in Adult Learning*.

The award committee cited the book “for providing, to the field of adult education and other scholars, both readable and conceptually sound information, and a clear understanding about adult women’s learning.”



Emeritus faculty members of the UW–Madison School of Education gathered in October for the Dean’s Club Luncheon at the Monona Terrace and Convention Center in Madison. Standing from left: Melvin Butor, Herbert Kliebard, B. Robert Tabachnick, Harland Samson, L. Joseph Lins, Michael Kane, M. Vere DeVault, Robert Clasen, Wayne Otto, Thomas Romberg, and Donald McIsaac. Seated, from left: Julia Brown, Betty Hasselkus, Donald McCarty, B. Dean Bowles, Merle Strong, and Marvin Fruth.

The award, conferred by the American Association for Adult and Continuing Education, is named for Cyril O. Houle (1913–1998), internationally recognized for his work at the University of Chicago on adult education.

Jin-Wen Yu, assistant professor of dance, was awarded a Wisconsin Arts Board Artist Fellowship this past year in support of his Intercommunity concert performed in Boston, New York, Los Angeles, and Madison.

“Transmuting,” a group work performed in the concert, was a selected to represent UW–Madison at the Great Lakes Region of the American College Dance Festival in Urbana/Champaign last spring where it was chosen as a Gala Concert winner.

Yu was also elected to the World Dance Alliance/Americas board of directors, a group that supports and advocates for individuals and dance organizations worldwide. In addition, he was invited to perform internationally, both in Taiwan and at the Festival Internacional de Video-danza de Buenos Aires, Argentina.

Douglas Rosenberg, assistant professor of interarts and technology in the Dance Program, has received matching funds and support from WHA Television to direct and produce a video dance entitled “Three Dances for the Camera.”

The program, filmed in Madison, features works choreographed specifically for video by internationally renowned choreographers **Sean Curran**, **Li Chiao-Ping** and **Amy Sue Rosen**. Each choreographer will introduce a segment, giving viewers insight into the creative process.

WHA will premiere the work, Rosenberg’s third project with Wisconsin Public Television, in a statewide broadcast this year.

Diane Chalgren, associate director of the Instructional Media Development Center (IMDC), retired after 16 years of service. During her tenure at IMDC, she oversaw many changes in personnel and technology, and served as interim director from 1996 to 1999. She is now enjoying traveling and spending time with her husband, David.



The School of Education in the news

Teaching algebraic concepts earlier

A working knowledge of algebra can be the foundation to understanding an array of technical fields, from engineering



Thomas Carpenter

to medicine. With that in mind, many school districts have responded by requiring that all students pass algebra courses before graduating — a tactic that has caused considerable heartache among some students, who find the language of algebra as foreign as an arcane dialect.

Schools are scrambling to do something to help students get a handle on algebra, and one technique that shows promise is to begin introducing algebraic concepts early — even as early as elementary school, the *Los Angeles Times* reported June 6, 2001. Arithmetic lessons, for example, are being reconfigured to make students' eventual exposure to algebra more familiar. Teachers are beginning to explain what an equals sign means in more algebra-friendly terms, abandoning the simplistic notion that the equals sign is merely what precedes the answer to an arithmetic problem.

"Students learn the answer comes next," says **Thomas Carpenter**, a professor of curriculum

and instruction who directs the National Center for Improving Student Learning and Achievement in Mathematics.

As a result, when those students later in their studies see a problem like $8+4=?+5$, many of them will put $8+4=12+5$, because they have been trained in early grades to put "the answer" after the equals sign, he says. To avoid that, teachers need to explain early on that the equals sign indicates a relationship.

Can we forgive terrorists for their actions?

Of all the ways that people might deal with terrorism and terrorists, one of the most difficult may be to forgive them for their actions. Forgiveness, a concept central to many religions and faiths, is nonetheless a controversial and much-argued virtue, advocated by many in the wake of the terrorist attacks, but called by others a naïve and unworthy response to evil.

USA Today reported in its Dec. 12, 2001 edition that **Robert Enright**, a professor of educational psychology, is among those experts who believes that people can benefit from forgiving others. Enright does not believe that people in general are not morally obligated to forgive.

"People are morally obliged to be just and to refrain from injuring others," he writes in *Forgiveness Is a Choice: A Step-by-Step Process for Resolving Anger and Restoring*

Hope. "We are not obliged to be merciful. Forgiving is a choice. It is a gift given to someone who doesn't deserve it." But he strongly believes in the choice to forgive. "Without it, we could be destroyed by the hatred that is rampant," he says. "It is very easy to multiply hate. It is difficult to multiply mercy."

Longer training isn't necessarily better

Some states are hoping to improve the quality and preparation of their schoolteachers by changing the rules for how teachers are trained, calling for longer internships and closer supervision from mentoring teachers. But, not all agree with making teacher preparation more like the lengthy process of becoming a doctor. Critics say that lengthy internships would significantly increase the cost of becoming a teacher and deter good candidates from pursuing teacher training.

"Even with lengthy internships, student teachers would still likely experience a limited range of classroom problems and instructional situations," says **Sharon J. Derry**, professor of educational psychology, told the *Washington Post* (Sept. 4, 2001). "Not all mentoring teachers will have the time or capability to help student teachers think about, reflect upon, interpret and learn from the experiences they do encounter."

Tragedy

Continued from page 16

Fritz, whose classes consisted of 11th and 12th graders. “We had some side conversations, but nothing organized. Many students didn’t feel like talking. Some couldn’t seem to stop. I let them do either or anything in-between.

“By fifth hour, my class came in looking weary,” Fritz said. “The group that was scheduled to present went on as usual, as the majority of the class wanted to just have one period without talking about or seeing images of the attacks. Who can blame them?”

“As students (high school freshmen and sophomores) came in,” said Christine Hradek, “we had them fill out a half-page sheet of paper summarizing what they knew and how they felt. We did this so we had some way of gauging their response. We then spent the remainder of the periods watching news networks and clearing up questions as they arose.”

Hradek added, “Some students needed increased emotional support. I tried to offer that whenever possible.”

When the principal announced the news, said Tim Davis, who was teaching a seventh-grade world geography class, “the room fell silent for a few seconds and then was abuzz with ‘who did this?’ ‘why?’ and ‘how?’ However, the middle school students did not seem really affected by the news. While on the other hand, I wanted to get to a television to find out exactly what was happening.”

“When my first class entered the room that morning, I had only been informed of the tragedy about 20 minutes prior,” said Eric Carlson, whose students were eighth graders. “I answered any questions



Neema Avashia, a master’s student in education policy, chalks peace messages on a Bascom Hill sidewalk near the Education Building in response to terrorist attacks and in honor of Mohandas Gandhi’s birthday, October 2.

I could, but after a short while, we turned on the television and waited together, almost silently, for any news at all. As the day went on, the more information I was able to gather, the more time I spent explaining as much as I understood to the students. We did not discuss anything else that day.”

Students at the middle school where Teresa Zaudke was assigned were not told of events until an announcement was made late in the day.

“Immediately, the students (in the seventh-grade social studies class) expressed their concern and fear,” Zaudke said. “Thereafter, I explained how to deal with difficult information. I discussed people to talk to and ways to handle trauma. Then I told students about the attack. Many students were afraid, sad, and shocked. Some students even reacted with humor. I talked about how the U.S. reacted to Asian Americans when Pearl Harbor was attacked. I discussed the importance of democracy, and respecting everyone.”

“Once class began, we turned off the television and began fielding

the students’ demands for answers,” said Jeffrey Stiedaman, whose classes consisted of high school juniors and seniors. “We attempted to sort facts from fiction for the first 15 minutes of class, before we proceeded to give them the quiz we had scheduled for the day. At the end of class, we resumed the discussion.”

In the days that followed, some teachers allowed for extensive classroom discussion and lessons linked to the attacks, while others pushed ahead with previously planned lessons.

Jeffrey Stiedaman and his cooperating teacher “assumed the roles of philosopher, critic, panelist, reporter, counselor, and educator, as we continued helping students ‘make sense of it all.’ We discovered more questions than we did answers, while encouraging students to continue their own investi-

gations into the history currently being written.”

“I tried to start each class period by answering questions and straightening out misconceptions,” said Eric Carlson. “I would have the students take turns telling me what ‘facts’ they thought they knew about the disaster. Correct facts were written on the board and incorrect assumptions were discussed and revised before they were written on the board. I also tried to share with the students many newspaper articles considering the history behind the events of Sept. 11th, as I learned more about the history itself.”

“During the weeks following the attack, my class has focused on multiple-perspective learning,” explained Teresa Zaudke. “We have considered evidence from Osama bin Laden, Saddam Hussein, George W. Bush, Afghan people, angered Americans. My classroom has focused on the conditions and complexities surrounding the attack and the Middle East. During this time, students must focus on democracy, humanity, and equality for all.”

“The day after, we invited students to discuss the current issues for about 20 minutes and then moved on,” said Christine Hradek. “From time to time we have questions or comments come up and we

have short discussions. The sophomores had a mock Congress in my class, where four groups defended different courses of action to a cabinet of officials. The freshmen had a model U.N. conference where partnerships represented countries. Each stated its stance on terrorism and an appropriate response. Then they proposed possible solutions to the apparent problems.”

“We focused on American foreign policy in the Middle East, especially the Israeli-Palestinian conflict,” explained Dot Robak, whose classes consisted of high school juniors and seniors. “We went over the history of our involvement in other countries to better understand why the attack happened. We also had a lesson on media portrayal in the immediate days following to understand the issues of propaganda and American patriotism.

“We also tried to have the students realize the personal impact this event might have on civil liberties. Americans are freedom-loving people. We tried to better understand what is the cost of that freedom.”

“The days immediately following Sept. 11 were mostly spent discussing the latest information we and the students had gathered,” said Jabaar Gray, who was teaching in high school. “As a result of the

Sept. 11 events, my cooperating teacher and I had to modify our planned curriculum to place more emphasis on lessons related the events and to place less time on our other immediate lessons that were more removed from these events.”

“A few days later, we did an activity on the board, explained Christopher Wilbur, who taught sixth graders. “Students had to list what they know (facts), what they think they know, and what they don’t know. This preceded a half-hour discussion. Days later, I gave them an in-class assignment to write one page about how they felt about the attacks.”

“I asked the students (juniors) how they believed we should react to the incident,” said Julia Berger. “After hearing many students say that we should ‘nuke ‘em,’ I tried to give them an understanding of why this happened (issues related to the Middle East). I also gave them some understanding of the situation in Afghanistan, specifically that many civilians are fleeing and have fled the country because of the Taliban’s rule and constant warfare. I also gave them some understanding of Afghanistan’s involvement with the United States when they were fighting Russia. Eventually, I related this to the subject we were currently studying, reconstruction after the Civil War.”

CCBC, CIMC compile lists of useful links

Many educators, parents and students turned to UW–Madison to help locate useful information related to the September 11 terrorist attacks, war in Afghanistan and anthrax scare. Two School of Education units responded to the need by creating Web pages with links to a variety of resources:

The **Cooperative Children’s Book Center** compiled a list of resources for teachers and librarians for helping children cope with terrorism: <http://www.education.wisc.edu/ccbc/terror.htm>

The **Center for Instructional Materials & Computing** developed a list of Internet resources for teachers, parents and others: http://cimc.education.wisc.edu/ref/resources/webliographies/sept_11_tragedy.html

