

Learning through service



Students benefit from community involvements

In today's multicultural society, educators and other professionals need strong interpersonal skills to interact effectively with individuals and groups, regardless of differences in race, culture, language, socioeconomic status, gender, and ability. Human relations skills are especially important to those who work within institutions, such as schools, that most acutely reflect the nation's social and economic inequalities.

In particular, those engaged in teacher preparation recognize that the best educators are those who motivate, inspire, and respect all learners in an increasingly diverse student population.

The UW-Madison School of Education, in its commitment to developing these multicultural competencies, encourages – and, for a growing number of majors, requires – students to engage in learning through community service as part of their professional preparation.

“There is a gap today between the background and experiences of people going into teaching and the life experiences of the students that they will teach in our public schools,” explained Ken Zeichner, the Hoefs-Bascom

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This student applies finishing touches to her high school's mural in the 100 block of State Street last fall during the chalk festival organized as an outreach project by graduate students in UW-Madison's Art Department. The two-year-old project, called "Students for Students in the Visual Arts," brings high school art students and their teachers from across south-central Wisconsin to Madison, to learn about community art and collaboration from college art students. For more on this project, see the story and photos / Page 5.

Also inside:

- **A group of UW-Madison students and staff, including several from the School of Education, went to Selma, Alabama, to learn about and help preserve the legacy of the civil rights struggles there / Page 3.**
- **School of Education students comment on the value of service-learning experiences / Page 8.**

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Professor of Teacher Education and associate dean for undergraduate and teacher education. “Research has clearly shown the importance of the development of intercultural sensitivity and intercultural competence on the part of novice teachers so that they are able to offer an instructional program to students that respects and builds upon the cultural resources that they bring to school with them.”

“All of these field experiences are as important in the education of teachers who are able to successfully teach all students as the experiences that they have in classrooms.”
— Ken Zeichner

That’s where service learning plays an important role. “We have learned that service-learning opportunities, under certain conditions that provide appropriate orientation and support, help to develop greater intercultural competence among teachers,” Zeichner said.

“As advisors, we encourage students to seek out community experiences that will expand knowledge and understanding of individuals from diverse backgrounds, experiences and cultures, and to build skills for working effectively from multicultural perspectives,” said Virginia Waddick of Education Academic Services (EAS), the School’s undergraduate advising and student services unit. “We challenge students to seek learning experiences outside of the classroom, and we want them to think about how social justice is connected to education.”

For several years, student teachers in elementary education have been “required to engage in activities that help them learn about the funds of knowledge and social networks in the communities where their students live, and then incorporate this knowledge into their student-teaching classroom in the form of culturally relevant teaching practices,” Zeichner said. More recently, the School has increased its emphasis on service learning in teacher preparation, adding a community practicum to elementary education and initiating a service-learning experience for secondary education students.

“All of these field experiences are as important in the education of teachers who are able to successfully teach all students as the experiences that they have in classrooms,” he said.

To learn more about multicultural education and human relations in the School of Education, visit this EAS Web site:

<http://www.education.wisc.edu/eas/multicultural/>.

Support, structure

“Not all community service is valuable,” cautioned Elisabeth Hayes, professor of curriculum and instruction and a faculty member of the Continuing and Vocational Education (CAVE) graduate degree program. “Some experiences can have negative outcomes if the student is not given appropriate support and structure.”

Hayes, whose scholarly expertise is in adult literacy education, has been involved in providing such support and structure since the early 1990s, when she and a colleague received a federal grant to develop a course that placed undergraduate students as tutors in local adult literacy education programs.

“The students were very enthusiastic about their tutoring experiences, particularly the opportunity to interact with people who were quite different from them and to be exposed to aspects of the community that had previously been invisible to them,” said Hayes, who taught the course for several years.

She currently teaches “Theory and Practice of Service-Learning,” a new graduate-level course designed to introduce educators to models and issues related to service learning, which she described as “an explicitly educational approach that integrates community service and academic learning. Students are encouraged to connect theory and their service experience, with the goal of enhancing their academic learning as well as enabling

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Photos courtesy of Carey Ann Callies

Joanne Bland, co-founder and director of the National Voting Rights Museum, leads a group of students and staff from UW–Madison on a walking tour of Selma, Alabama. The museum is a community-based effort to preserve the history of Selma’s civil rights struggle. Bland visited the UW–Madison campus in October to speak about her experiences and about increasing voter awareness today.

Serving in Selma inspires students

Carey Ann Callies, who is working toward her certification to teach science and English as a Second Language, had her eyes opened by the Educational Policy Studies course “Race and Class” and Beverly Daniel Tatum’s book, *Why Are All the Black Kids Sitting Together in the Cafeteria?* Even though she’s from Milwaukee, Callies said, “I never really understood the tension.”

Melanie Anne Swandby of Madison, a fourth-year student majoring in elementary education and Spanish, had studied for a semester in Spain, and was eager for more multicultural experiences. She also wanted to learn about civil rights.

Art student Doran London, an African American who grew up in Arkansas, was intrigued by the idea of returning to the South, a region of the country he left behind three decades ago.

“We took away a lot more in experiences than we gave.”

— *Melanie Anne Swandby*

Callies, Swandby, and London – all enrolled in the School of Education – were among the 16 UW–Madison students and staff who journeyed last June to Selma, Alabama, on a service-learning trip to help preserve the knowledge about the civil rights battles fought there decades ago. The group – a follow-up to the UW–Madison 2001 Freedom Ride, in which at least five School of Education students participated – worked on several projects for the National Voting Rights Museum, from painting and wallpapering, to researching and preparing displays, to collecting oral histories from veterans of the civil rights struggle.

“We took away a lot more in experiences than we gave,” Swandby noted. “It was a lot more than I expected, in a positive way – very eye-opening.”

Stephanie King of University Health Services initiated the trip as part of UHS’s mission of “fostering a healthy learning environment and promoting student engagement.” Education Academic Services (EAS), the School of Education’s advising and student services unit, assisted with the project.

“Our advising staff recognized this trip as a unique learning opportunity for students, and as a chance for us to expand multicultural awareness and diversity education in the School of Education,” said Virginia Waddick of the EAS staff, who accompanied the group to Selma. “This trip offered an opportunity for a diverse group of students and staff to come together, leave our own community and gain

Photos courtesy of Carey Ann Callies



The UW–Madison students, right, cross Selma’s now infamous Edmund Pettus Bridge. On March 7, 1965, at only 11 years old, Joanne Bland joined hundreds of others to march from Selma to Montgomery for voting rights. State troopers wielding nightsticks, tear gas, and bullwhips met the marchers on the bridge and violently forced them back.

a new perspective that we can apply when we come back to Madison. It gave us a chance to be immersed in Southern culture, African-American culture and history, and in the ongoing story of civil rights struggles.”

Trained by the Wisconsin Historical Society and graduate students in history and Afro-American studies, the UW group completed eight videotaped interviews with some of the leading participants in the voting rights campaign in Selma in 1965 and before.

“The interviews included poignant conversations with some leaders who had never shared their stories publicly before,” Waddick said. “One of these heroines, Miss Willy Nel Avery of Marion, Alabama, challenged students and today’s youth after telling her harrowing story: ‘Now, what will you do? Are you willing to stand for what we fought for? Are you willing to stand for what we died for?’”

That challenge inspired Callies, who “felt that if they could survive and triumph in the face of adversity, I could certainly do my part to make the world a better

place.” She explained, “I think differently about democracy, community, possibilities and limitations. . . I am re-motivated!”

Hearing the foot soldiers of the civil rights movement talk about their experiences also had a powerful impact on Swandby. “It

made me a lot more conscious of politics, and the huge value placed on voting.” As one result, she became active in encouraging her fellow students to vote in Wisconsin’s fall elections.

Callies previously thought of democracy in the individual sense, but her experience in Selma shifted her focus to the power of collective organization and action. “I was so impressed with the community aspect, how the African-American people of Selma rallied along side of each other,” she said. She now sees herself “becoming more of an advocate.” The trip has, she said, “given me more confidence to be more active.”

For instance, she and others who traveled to Selma joined TRUTH (Teaching Racial Understanding Through History), a student organization that brings African-American historical perspectives to K–12 classrooms. Some have joined efforts to increase multicultural awareness and improve the climate on campus. Many participants in the 2001 Freedom Ride and 2002 Journey to Selma organized a successful conference in October to bring several civil rights legends to

Madison, including Joanne Bland, who directs the National Voting Rights Museum in Selma.

Swandby and Callies also recognized the potential impact of their Selma experiences on how they approach teaching.

In Selma, where the group saw few whites, Swandby said that being in the minority “opened me up to issues of diversity.” She believes that this increased her sensitivity to cultural differences and interactions and will help her better relate to minority students.

Swandby and the others also saw that Selma, nearly four decades after the height of the civil rights movement, was still dealing with segregation and poor schools. She especially became interested in a private African-American elementary school started by a lawyer who had no formal training in education, but articulated a detailed educational philosophy. She would like to see UW send education students there for internships or research, adding that she would jump at an opportunity to return.

Callies learned the value of bringing more life experiences into the classroom and getting students out into the real world. She also values service-learning projects, which, in her plans to teach middle school science, could include environmental and conservation activities.

London, who grew up in Little Rock, not knowing white people, saw the trip as a unique personal opportunity. He had left the South in 1970 and come to Madison, where he joined the raging anti-war protests. He noted the contrast between the protesters’ willingness to use violence in Madison and the non-violent approach of the Selma movement, even when met with brutal retribution.

“I hoped to reaffirm my belief that multicultural awareness has

improved our democracy,” said London, who described himself as a non-traditional student “50 years young.”

“I felt at home in Selma,” said London, who found a sense of solidarity through the journey. “Being able to give in that manner made me feel free.” He especially enjoyed meeting those who made history there, taking note of the graceful way that they’ve matured with the system.

Back in Madison, London has worked on expressing his experience through paintings and by putting together a journal of his experiences. In one entry, he wrote: “I found the task of rediscovering history is not only about remembering the past but also recognizing who we are by what we do today.”

Callies, on the other hand, had never been to the South. “I was fed many stereotypes and prejudices regarding the area.” She said the Southerners she met were more educated and communicative than she had expected.

She also enjoyed the hospitality. For instance, Dr. James Webb brought the UW students into his home, fed them, and told them his stories and goals. Callies and others were struck by the sentiment that Webb and others expressed: “We’re not done yet.”

“Our interactions with the Selma community gave us much to consider not only about history, but also about current issues including the persistence of institutional racism in politics and education, and ongoing civil rights abuses,” Waddick said. “We saw so clearly the ways in which the past is inextricably intertwined with the present.”

To learn more about the 2002 Journey to Selma, and the 2001 Freedom Ride, visit:

<http://www.uhs.wisc.edu/ex/journey-toselma.php> ■



Photos by Rob Rashid

A group of high school art students transform a gray piece of State Street pavement into a collaborative work of chalk art, as part of “Students for Students in the Visual Arts,” an outreach project planned and run by UW–Madison graduate art students. This mural even includes a reproduction of one of the self-portraits of Vincent Van Gogh (below).

Young artists take over the street



As they strolled away from the bustle of the Farmers Market on the Capitol Square, the young mother and her preschool daughter made a delightful discovery. “They’re drawing on the street!” the woman exclaimed to her youngster.

Indeed, as passersby took notice, dozens of high school students from south-central Wisconsin and their art teachers were covering one drab block of State Street pavement with colorful patches of chalk.

These students had come downtown on this sunny September Saturday to participate in the second “Students for Students in the Visual Arts,” an outreach project launched in 2001 by three graduate students in UW–Madison’s Art Department. “Students for Students” both times has featured a

morning symposium on art studies and community art at the Orpheum Theater, followed by a “chalk festival” in the 100 block of State Street, which was closed to bus traffic because of the Farmers Market.

“Our mission was to encourage among high school students continued interest, artistic collaboration, and creative learning through visual art,” said Matthew Dehaemers, who, with Ryan Varley and Natalie Larson, started the project.

Another art grad student, Travis Graves, picked up the torch, and, with help from peers at UW–Madison and Edgewood College, planned and hosted the 2002 event.

“The goal of ‘Students for Students’ is to show high school students that art is not always

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individual and that it can also benefit the community tremendously,” Graves explained. “Students for Students’ provides a forum with which high school art students can demonstrate their enthusiasm and exhibit artistic talent to parents, family, friends, and the community at large.”

That enthusiasm and talent was apparent. The participants came armed with ideas and plans on how to use their concrete canvasses, and quickly set to work. Seemingly oblivious to curious on-lookers, they hunched over their assigned spaces and strategically applied colors, rubbing here and there to blend and soften. Chalk dust soon began to accumulate on hands, clothes and faces, but few seemed to take notice.

Amid this growing sea of brilliant colors, recognizable images soon emerged – faces, flags, buildings, vehicles, and creatures. Each school had been given a marked area, but, in the end, the artwork that flowed from the young hands spilled beyond the boxes.

The project leaders also had set aside an area for children and community members to create

their own chalk works. Several youngsters did just that.

Earlier, inside the Orpheum, Lenore Thomas, a UW–Madison graduate student and teaching assistant, told the students that community art can “get people who weren’t interested in art talking.” Thomas, who also teaches drawing, painting, and printmaking at the Monroe Street Fine Arts Center, spoke of a project in which her students painted the exterior of a car, thus creating a mobile mural.

Helen Klebesadel, associate chair of UW–Madison Women’s Studies and director of the UW System Women’s Studies Consortium, urged the students to think differently about art. Klebesadel, who previously taught art at Lawrence University in Appleton and served as president of the Women’s Caucus for Art, challenged the perception of art as merely works that were created by artistic geniuses and carry huge price tags. She described art as visual expressions of opinions and ideas by activists.

As she encouraged students to think about what matters, Klebesadel noted that art “can be a place where people come together to make a change.” It can be used to

build community, to remind us what culture we belong to, and to remember history, she said.

Professor Jim Escalante, chairman of the UW–Madison Art Department, offered encouragement to the young artists. Noting that “art education in high school for me was self-taught,” Escalante said he was pleased to see more respect and attention given to art.

The talk of community and collaboration set the tone for the day, as the school groups were paired with mentors – graduate and undergraduate art students from UW–Madison and Edgewood – to aid in the chalk drawings and to answer questions about art studies in college and the pursuit of art as a career.

Participating high schools included Madison East, Shabazz and Edgewood, Oregon, Argyle, Sun Prairie, Beaver Dam, Mount Horeb, and the Sauk County Adolescent Needs (SCAN) program in Baraboo. The Kemper-Knapp Bequest Committee, the Madison CitiARTS Commission, and the Wisconsin Arts Board provided funding for the “Students for Students” project.

As the drawings took shape by early afternoon, spectators increased, stopping to study the concrete canvasses.

In the end, the pride of accomplishment showed, as the chalk-covered young artists marveled over their creations and posed for pictures. It didn’t matter that, within an hour after the teens completed their pieces, the street would be turned back over to buses and bicycles, and that the fruits of their labor would disappear as quickly as they were created. The participants seemed to understand that this project was not about creating permanent works, but providing experiences that they wouldn’t soon forget. ■



Travis Graves, a graduate student in art at UW–Madison, led the planning of the 2002 “Students for Students in the Visual Arts.” Here, he is overseeing the event’s highlight – the chalk festival (in the background) in the 100 block of State Street.

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them to develop skills and knowledge that can't be acquired in a classroom."

She added that such experiences help students "develop a certain set of values that includes respect for others, a commitment to fostering public good (rather than simply personal gain), and a sort of 'grounded idealism' (rather than cynicism or 'ivory tower' idealism)."

From a wider perspective, this approach "reflects a mission of the university, to serve the public good," said Hayes, who has been involved with UW–Madison's Morgridge Center for Public Service since its creation in the mid-1990s. "The education that our undergraduates receive can be of immediate benefit to the broader community if they are encouraged to apply their learning directly to community needs and issues, as well as use their community experience as an additional 'textbook' for gaining knowledge and skills."

The Morgridge Center for Public Service – created with an endowment from UW alumni John and Tashia Morgridge – advances the Wisconsin Idea by promoting civic engagement, strengthening teaching and learning, and building collaborative partnerships through public service, service-learning, and community-based research. For more information, go to the Web site: <http://www.morgridge.wisc.edu/>.

Tutoring program thrives

One of the School's most visible service-learning programs began to take shape more than five years ago, when the Chancellor's Office enlisted the School, through its Department of Curriculum and Instruction, to develop a tutoring program that prepares and places undergraduates – not only education majors – in targeted Madison schools. Marianne Bloch, professor of curriculum and instruction, directed the development of what became known as the SHAPE (Students Helping in the Advancement of Public Education) Tutoring Project.

In the fall of 1997, just one month after the idea was broached, Bloch launched the seminar course C&I 375, "Tutoring in the Schools," with 23 students, who were placed as tutors in two elementary schools. Since then, SHAPE – which has received substantial support from Mary and Ted Kellner – has been modified, expanded, and improved, and is still going strong, according to Bloch.

She described SHAPE as one part of the School's effort to develop school partnerships that foster greater achievement for diverse learners. This program also fits in well with UW–Madison's broad mission of community service, she said. And the project also serves efforts to diversify the university's own student body.

"UW students from all backgrounds appreciated the diversity of the tutoring class," she reported. "In fact, students of color said that the class was one of the few on campus that had such diversity. They loved working in the schools and claimed to have learned about schools and the Madison community, and felt energized by community work off campus with children."

SHAPE also benefits the UW tutors by increasing their "critical self-reflection, knowledge, and attitudes about schooling for diverse groups of public school students, families, and communities."

From the program emerged some valuable lessons, for students and educators alike. For instance, Bloch reported that "while all tutors wanted their tutees to 'do better,' 'to improve academically,' and 'to get better grades,' they wanted all the changes to happen on the tutees' side of the playing field, very much the attitude of many classroom teachers. Tutors were often discouraged by the lack of improvement in tutee homework completion, quarterly grades, attitudes about schoolwork, and behavior in classrooms."

She added, "A closer examination suggested that the answer to effective tutoring in the schools lay in somehow shifting the focus from 'changing the tutee' to 'changing the tutor.' The seminars were designed to artfully shift the tutors' perceptions, their responses, and their hearts in ways that would set the stage for tutees to blossom."

Intro to disabilities

In the Department of Rehabilitation Psychology and Special Education, each undergraduate student in the "Individuals with Disabilities" class must complete a minimum of 25 hours of community service involving interaction with at least one person with a disability or child at risk of developing a disability.

This requirement "extends the students' learning about and understanding of disabilities," said Kimber Malmgren, assistant professor, who teaches the course. "Students are encouraged to volunteer in

"Students are encouraged to volunteer in environments that are new to them, so they have the opportunity to gain new knowledge."

— Kimber Malmgren

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Service learning: What students say

Several UW–Madison School of Education students talk about their service-learning experiences in community and school settings:

Lindi Mittelsteadt, a physical education major from Baraboo, Wis., worked with and devised exercise programs for adults with disabilities in UW–Madison’s Adaptive Fitness Program. “This experience gave me a perspective on what an individual who has a disability goes through each day, just to do the things that I do. ... I was able to learn about Parkinson’s disease, cerebral palsy, multiple sclerosis, traumatic brain injuries, and more. I learned all of this just by talking to each of the individuals I worked with. ... I gained so much more from this experience than I ever thought I would. It really helped me to develop skills, not only in developing exercise programs, but also in communicating with individuals that have disabilities.”

Jessica Kim, an elementary education major from Northbrook, Ill., tutored nine students ranging from a kindergarten to a doctoral student in English as a Second Language through the Social Action Project. “All of the students that I had come from Korea, either to immigrate or to study. Although I am Korean American, my culture and values were very different from theirs. I learned more about Korean cultures, values, and expectations.”

Jacqueline Terhune, a music education major from Sun Prairie, Wis., taught music at Sun Prairie High School to students with mental and physical disabilities. “I learned that everyone has a different learning style. I came to understand that I needed to teach things in different ways so everyone could understand and succeed.”

Erin Salisbury, an elementary education major from Little Chute, Wis., served as a volunteer in the Families and Students Together (FAST) program at Lakeview Elementary School in Madison. “I worked with students and families of various ethnic and socio-economic backgrounds and family structures. I learned about ways that parents get involved in their children’s school lives, ... about different parenting styles and parent empowerment for all backgrounds.”

Melissa Poll, an instrumental music education major from Whitefish Bay, Wis., taught reading and spelling at Marquette Elementary School in Madison to students with learning disabilities, as well as assisted students in a regular education classroom with homework. “This experience really showed me how diverse my students may be. Before this experience, I had spent very little time teaching students with disabilities. It taught me how to incorporate more creativity into my teaching.”

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environments that are new to them, so they have the opportunity to gain new knowledge.”

Students choose from a wide range of sites that focus on children or adults with disabilities – or sites that provide services to children at risk of developing or being labeled as having disabilities. They include:

- Public elementary, middle, and high schools in the Madison area, in regular school settings, as well as in alternative programs.
- After-school programs for children with disabilities or “at-risk” youth, such as ones sponsored by Madison School-Community Recreation and the YMCA.
- Recreational programs that target children and adults with disabilities, such as Adaptive Aquatics.

- Assisting visually impaired UW–Madison students with reading tasks, working through the McBurney Disability Resource Center on campus.
- Programs, such as Independent Living Inc. in Madison, aimed at improving community access and independence for adults with disabilities.
- Agencies that serve adults with mental illness.
- Assisting families of children with disabilities in private homes.

“Many students report that they learn a lot just by getting firsthand experience with a person or people with disabilities,” Malmgren said. “However, the entire Service Learning Project requires them to summarize, reflect upon, and compare this experience to the volunteer experiences of their peers as well as to the text and other materials covered in class. The objective is to get students to think about their volunteer activities as they relate to the lives and experiences of the broader population of children/people with disabilities.” ■



Photos courtesy of Rena Kornblum

Rena Kornblum guides students through an activity designed to show them how to ignore distractions. The activity is part of Kornblum's violence prevention curriculum aimed at all school children.

Therapy through movement

How we move reflects how we feel. If we change how we move, we can change how we feel.

Those are the underlying principles of dance/movement therapy, a creative form of psychotherapy that combines movement and words. Despite the light-sounding title, dance/movement therapy deals with “heavy duty situations,” explained Rena Kornblum, a dance/movement therapist and a UW–Madison dance instructor.

In individual and group sessions, Kornblum works with children and families dealing with autism, learning disabilities, emotional problems, sexual and physical abuse, attachment and adoption issues, and violence. By integrating movement and words – body and mind – this type of therapy aims to help individuals learn more about themselves and their interactions with others. In one situation, for instance, Kornblum helped a

“I work on building skills that will help kids control their anger, while building empathy and self-control – the skills they need to function in the class.”

— Rena Kornblum

woman with a reserved personality and her often-assertive adoptive daughter find mutually comfortable ways to approach each other.

Kornblum has been involved in dance/movement therapy for more than 20 years. In college, she started out as a dance student, but had little interest in performing. “I knew I wanted to work with people and I wanted to do something with movement,” she said. A friend who was studying music therapy introduced her to the dance/movement therapy program at Hahnemann University in Philadelphia, where

Kornblum earned her Master of Creative Arts in Therapy.

She subsequently earned the title of Academy of Dance Therapist Registered (ADTR), which means that she is certified by the American Dance Therapy Association to teach, provide supervision, and engage in private practice.

After first working in Philadelphia schools, Kornblum joined the faculty at UW–Madison in the early 1980s, even though the university was phasing out its dance/movement therapy curriculum. She stayed on to teach ballroom dancing and relaxation technique and exercise classes.

Meanwhile, Deborah Thomas, who had taught dance/movement therapy at UW–Madison, enlisted Kornblum in 1987 to develop programs for children and families at the non-profit Hancock Center for Movement Arts and Therapy. A few years later, Kornblum began working with sexually abused children at

the Madison elementary school her own children attended, as well as conducting workshops for teachers and providing in-school therapy.

In her sessions, she teaches children useful skills, such as dealing with distractions, controlling anger and aggressiveness, saying “no” more assertively, and being aware of personal space. In one session, for instance, she had boys with Attention Deficit Hyperactivity Disorder (ADHD) each select three types of movements from a list. Then, she instructed them to cross the room using only their three individual choices, in an activity designed to make them think in advance about their actions.

Kornblum also lets children tap into their own creativity by making up dances and stories. Through a combination of talking, movement, and dramatization, “they get to work more on their emotional issues,” she said.

In one of the most straightforward depictions she’d ever seen, one group of girls recreated an event in which police were called to arrest and remove a violent father, leaving children who expressed sadness over the father’s absence. The girls ended their tale with the father agreeing to therapy to deal with his problems.

Through this experience, Kornblum said, the girls learned that they could not control the actions of others, but could take responsibility for themselves. They vowed to avoid continuing family patterns of violence.



Rena Kornblum

About dance/movement therapy

Dance/movement therapists help clients with:

- poor sense of identity (body image, self esteem, shyness, anxiety)
- relational issues both in regard to self and to others
- negative patterns of thought and behavior that threaten emotional well-being
- sexual, physical, and/or emotional abuse
- cognitive delays and/or neurological problems

Dance/movement therapy helps to develop positive body awareness; anger management; creativity and playfulness; problem solving; and communication and parenting skills.

To learn more, visit the American Dance Therapy Association Web site: <http://www.adta.org/>

Or, contact:
Hancock Center for
Movement Arts and Therapy
16 North Hancock St.
Madison, WI 53703
Phone: (608) 251-0908
E-mail: hancock@chorus.net
Web: <http://userpages.chorus.net/hancock/>

“Kids are generally enthusiastic about the therapy sessions,” said Kornblum, who marveled at the resiliency she sees in many of those who have experienced abuse or other difficulties.

Her chance to reach a wider range of children came when a physical education teacher sought her help in dealing with a class dominated by angry children. This

opened the door to her more recent work in violence prevention.

“I work on building skills that will help kids control their anger, while building empathy and self-control – the skills they need to function in the class,” she explained. For example, she trains children to recognize signals that they are getting overly excited and to employ calming techniques, such as the “Four B’s of Self-Control: Brakes, Breathing, Brain and Body.”

Kornblum, who continues to work in Madison schools, has drawn on her experiences to develop a violence-prevention curriculum, described in detail in the training manual and activity book *Disarming the Playground: Violence Prevention through Movement*, and demonstrated in two training videos. This curriculum can be used to teach impulse control and anger management to disruptive children, as well as protective behaviors for all, such as strategies to defuse potentially violent situations. She includes movement activities that can be used by teachers, parents, social workers, dance/movement therapists, and other professionals. She has geared her curriculum toward elementary students, but said that many of the activities can be adapted to other grade levels.

Meanwhile, Kornblum’s efforts to revive dance therapy instruction at UW–Madison recently paid off. She is teaching a two-credit introductory course during the 2003 spring semester. She hopes to build her students’ awareness of nonverbal communication and the connection between movement and emotion, and show how dance/movement therapy can be applied to a wide range of fields, such as social work, teaching, occupational therapy, physical therapy, and communication disorders. ■

New master's program connects educators

Science teacher Nathan O'Shaughnessy was looking for a master's degree program "that would offer content relevant to the classroom and also offer topics from a wide variety of fields in education." At the same time, O'Shaughnessy, who is in his fifth year at Madison Memorial High School, wanted a program that was "user-friendly for a practicing educator."

That search last year led him to join the first 20-member cohort in the School of Education's new Master of Science for Professional Educators (MSPE) program. Students in the two-year, 24-credit program meet on campus for ten days over two weeks each summer, and take their other classes online during the school year.

"I was very much attracted to the heavy online component, ... and the possibility of returning to the University of Wisconsin-Madison as a student," said O'Shaughnessy, who received his Bachelor of Science in education from UW-Madison in 1997.

Although it relies heavily on distance education, MSPE's structure encourages interaction and collaboration among cohort members. Even before the first group came to campus last July, the educators had started making electronic connections.

"From the time the 20 of us stepped into Union South for our first meeting together, it was obvious that as a group we had something special," said O'Shaughnessy. "I have never connected with a group of people faster. Friendships developed almost immediately.

More on MSPE

For information

- Go to the MSPE Web site: <http://www.education.wisc.edu/mspe/>
- Or, for general information, contact the Office of Education Outreach, (608) 263-5140 or e-mail mspe@education.wisc.edu
- Or for admissions information, contact the Graduate Admissions Coordinator, (608) 262-9407 or e-mail: edpsych@wisc.edu

It was very rewarding to finally meet the people with whom I was talking online."

The program's first course – "Collaborative Teamwork for Inclusive School Reform," taught by Alice Udvari-Solner of the School's curriculum and instruction faculty – further encouraged the building of relationships, added O'Shaughnessy.

The educators who make up the first MSPE cohort are impressive, said Associate Dean Michael Subkoviak. "They're already very good teachers who are interested in professional development. Most are younger teachers from the Dane County area, due to the way the program was marketed initially, but we hope for more heterogeneity in future cohorts."

Subkoviak, a professor of educational psychology, worked with Blanche Emerick and Steven Lanphear of the Office of Education Outreach to develop and launch the program. They recruited the initial participants locally, in case the technology failed to work as planned, but Subkoviak reported that MSPE has gotten off to a smooth start and is ready to broaden its reach.

Although new in its distance-education structure, MSPE is based on an established master's program in educational psychology that has been around for two decades, Subkoviak explained. The coursework, taught entirely by regular School of Education faculty and staff, comes from three departments – Educational Psychology, Curriculum and Instruction, and Educational Administration – all consistently ranked among the best by deans of the nation's leading education schools surveyed by *U.S. News and World Report*.

"Each of the courses can be directly linked to the state standards (PI 34)," he noted. And the program emphasizes practical applications to what teachers are doing in their classrooms.

MSPE has generated strong interest. By mid-October, at least 30 individuals had requested application material. Enrollment for the second cohort began November 1, and would be closed once 20 students had been accepted. Subkoviak said the limit was necessary to maintain the program's quality with the available resources. He recommended that those who want to join future MSPE cohorts submit applications on or shortly after November 1.

"I am very happy with MSPE," O'Shaughnessy said. "The content is very interesting and relevant, the professors are open and flexible, the structure of the program is perfect for a practicing teacher, and the group of teachers involved in the program is wonderful." ■

UW launches K-12 resource

To make it easier for teachers and students searching for quality educational resources, UW-Madison has launched “K-12 at UW-Madison,” a Web portal that enables teachers, parents, students, and anyone else to browse through the hundreds of resources available at the university.

“K-12 at UW-Madison” – <http://www.k12.wisc.edu/index.html> – links to information on outreach programs, partnership programs, events, activities, information on a specific topic, lesson plans, courses, and professional development – including many resources in the School of Education.

University faculty, researchers, and staff created all resources described in “K-12 at UW-Madison,” guaranteeing content quality and accuracy. UW staff have identified, described, and organized resources in an easy-to-use format. Users can find information on a topic by keyword or specific subject terms, and/or for a specific grade level. Contributions to the information and resources are ongoing.

The portal is a collaborative project among the UW-Madison Graduate School’s Professional Development Office, the Office of the Provost, and University Communications, with funding from the Evjue Foundation, the Graduate School, and the National Science Foundation.

“There’s an immense variety of ways the university’s resources – from research to library services – could be useful to K-12 teachers and classrooms if made available in an accessible way,” said Terrence Millar, UW-Madison Graduate School associate dean and professor of mathematics, who helped develop the portal. ■



Photos by Kerry G. Hill



Top: Steve Noble, who is visually impaired due to youth macular degeneration, demonstrates equipment that helps him read by displaying magnified text on a video screen. “I am trying to help other people who are also visually impaired get back some of their independence, by making it possible for them to be able to read and write,” said Noble, who sells this type of equipment through his Noble Enterprises. “I could not do my own business without the help of this type of equipment.” **Left:** Chad Bieri, of David Sisson Orthotics & Prosthetics, Inc., shows how this state-of-the-art prosthetic leg can increase mobility for individuals who have lost limbs.

Expo features technology, services for disabilities

The 17th annual Technology and Rehabilitation Services Expo, held November 8 at Union South, featured more than 50 exhibits that showcased advances and adaptations in technology to accommodate the needs of people with disabilities and services to assist them in achieving their educational, career, and life goals. Norm Berven, professor in the Department of Rehabilitation Psychology and Special Education, organized the expo.

The exhibits included different types of technology for adapting educational programs to accommodate the needs of children and adults with all types of disabilities, as well as curriculum, assessment technology, and service provision for people with disabilities.

The exhibitors included several School of Education units and programs, including the Center for Instructional Materials and Computing (CIMC), Educational and Psychological Training Center (EPTC), Rehabilitation Psychology, Special Education, Occupational Therapy, and Wisconsin Careers.

WCER gets major grants

\$35 million aimed at K–12 teaching

The National Science Foundation (NSF) has tapped UW–Madison to lead a five-year, \$35-million initiative to improve how science and math are taught in the nation’s K–12 schools. The initiative – called System-wide Change for All Learners and Educators (SCALE) – will engage the expertise of leading American scientists, mathematicians, education researchers, teachers, and others.

SCALE, based in the School of Education’s Wisconsin Center for Education Research (WCER), will engage more than 80 faculty and staff from all areas of UW–Madison in a partnership involving the University of Pittsburgh and the public school districts in Los Angeles, Denver, Providence, and Madison.

“Children in the U.S. today are not receiving the rigorous science

and math education they need to become scientifically and mathematically literate adults,” said the project’s director, Terrence Millar, a math professor and associate dean in the Graduate School. “Curricula are not coherent within a given school, and are much less coherent across schools. This lack of coordination is especially damaging in large urban settings, where children frequently migrate from one school to another.”

UW–Madison Chancellor John Wiley said that the SCALE award, among the largest ever made to the university, affirms Wisconsin’s position as a leader in the national effort to retool the way math and science are taught. The award is the largest of seven comprehensive proposals funded by the NSF from more than 200 proposals.



Andrew Porter

Andrew Porter, WCER director, said that SCALE will bring together leading education practitioners, researchers, and scientists to develop and implement the kind of “deep and authentic science and math instructional experiences” that are known to make a difference to children’s learning. Methods and programs that result from these collaborations will be tested in the partnering school districts, and those that prove successful will be disseminated nationwide.

The SCALE initiative also will involve graduate students in K–12 education, as a way to bring in fresh ideas and to ensure that the scientists, engineers, mathematicians, and teachers trained by universities are conversant with the issues of improving math and science education at all levels, Millar said. ■

\$10 million project to prepare scientists to teach

Preparing the next generation of scientists, mathematicians, and engineers to be good teachers is the aim of a five-year, \$10 million grant from the National Science Foundation (NSF) for an initiative based at UW–Madison.

The project, based in the School of Education’s Wisconsin Center of Education Research (WCER), is intended to develop “a national science, engineering and mathematics faculty with teaching skills that will enable all college students to be scientifically literate, and which will promote a public better prepared to live in a high-tech world,” said Robert

Mathieu, an astronomy professor who is leading the initiative, known as the Center for the Integration of Research, Teaching and Learning (CIRTL). UW–Madison’s CIRTL partners are Michigan State and Penn State universities.

WCER Director Andrew Porter said that CIRTL aims to ensure that math and science are taught well not only to the select few undergraduates who pursue advanced degrees and careers in the sciences, but also to those students who encounter only a minimum of science and math coursework.

“We know that students of color and women, for example, are

less likely to take math and science courses as undergraduates, and even when they do, they are less likely to pursue further study in those disciplines,” Porter said. “CIRTL will research and implement ways to modify teaching approaches to serve a variety of learning styles, and thereby enhance success in science courses for diverse audiences.”

CIRTL also will provide graduate students with on-the-job experience by facilitating internships at Madison Area Technical College, Edgewood College, UW–Whitewater and Beloit College, as well as on the UW–Madison campus. ■

CEW addresses several needs

Expanding access to AP courses

Nearly three-fourths of this year's freshman class entered the University of Wisconsin–Madison with an academic head start – Advanced Placement (AP) credits. But almost one-quarter of Wisconsin's public secondary schools – many of them in low-income rural or urban districts – do not or cannot offer AP courses. Of the remaining schools that do, only a handful offer more than one or two of the 35 AP courses available through the College Board.

The new Wisconsin Advanced Placement Distance Learning Consortium will create and operate an advanced-placement distance-learning clearinghouse for high schools throughout the state. Developed by the Center on Education and Work (CEW) in the UW–Madison School of Education, the consortium will use participating school districts' existing teleconferencing facilities to provide “real time” AP classroom instruction, with the pilot year of online instruction to begin in fall 2003.

“It will build upon Wisconsin's tradition of educational innovation and excellence, and promises to serve as a model for other states interested in increasing academic achievement among today's youth,” said Wendy L. Way, curriculum and instruction professor, CEW acting director and the project's principal investigator.

CEW researcher John Gugerty, the project director, said that talented students without access to AP courses – many from low-income or ethnic-minority

families – are at a distinct disadvantage when they compete against their AP-prepared counterparts. “Participation in AP courses can change that,” Gugerty said.

Opportunities for students in economically and geographically diverse communities to take AP courses will, in turn, broaden the student base for higher education in Wisconsin, noted School of Education Dean Charles Read. “By increasing the diversity of college students generally, we anticipate ultimately having a stronger and more diverse teaching force as well.”

CEW's partners in the consortium include the Wisconsin Department of Public Instruction, the Wisconsin Education Association Council, the Wisconsin Association of Distance Education Networks, the UW–Madison Division of Continuing Studies, and the UW-Extension.

Funding for the three-year project totals nearly \$1 million, including \$559,208 from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, combined with \$400,929 from UW–Madison, the University of Wisconsin System and other institutions.

During the 2002–03 school year, the AP Consortium staff will recruit, train, and support 50 licensed Wisconsin teachers to teach courses in 12 subject areas, with a goal of enrolling 500 to 700 students in AP courses for the 2003–04 school year. During the second and third years of the project, the numbers of participating teachers and variety of AP subjects offered will increase.

To learn more go online to: http://www.cew.wisc.edu/ap_consortium/.

Redesigning the senior year

The Senior Project Institute, a new initiative designed by the Center on Education and Work (CEW), will engage teams of educational leaders who are interested in adopting Senior Projects as a culmination experience for twelfth graders.

Recent reports indicate that the student experience in the last year of high school can be lacking in educational quality, essentially functioning as a rest stop between secondary and postsecondary education. The Senior Project Institute aims to redesign the traditional senior high school year, to serve as a consummation of what already has been accomplished and to provide a launching point for what lies ahead.

During the yearlong institute, educators, working in teams of three or more, will develop a senior project graduation requirement for high school. After studying alternative approaches to using senior projects and/or exhibitions, each team will test a Senior Project prototype. The institute will be conducted in six parts to ensure a comprehensive learning experience throughout 2003.

The CEW staff will assist and support the teams as they collect and use data in an effort to identify what works, establish networks among schools, and prepare funding proposals to implement or refine these practices.

To learn more, visit this CEW Web site:

<http://www.cew.wisc.edu/summer/pdfs/srprojects.pdf>. Or contact Judy Ettinger, project coordinator, at 1–800–446–0399, or jettinger@education.wisc.edu.

Ensuring electronic accessibility

The Center on Education and Work (CEW) has joined UW's McBurney Disability Resource Center in a three-year initiative to address the challenges of electronic accessibility on the UW-Madison campus, the other 25 UW System campuses, the 16 districts of the Wisconsin Technical College System, and ultimately postsecondary institutions across the nation.

Under this federally funded program, project staff will tailor workshops and tutorials to the needs and skill levels of such stakeholders as faculty, Web designers/managers, disabled-student services staff, and other key staff; offer outreach and professional development workshops via the Web; and develop self-paced tutorials to post on the project Web site and to disseminate in CD-ROM format.

The \$1.05-million project is funded by the U.S. Department of Education, Office of Postsecondary Education, Demonstration Projects to Ensure Students With Disabilities Receive a Quality Higher Education. The principal investigator is Wendy L. Way, CEW acting director and professor in the Schools of Human Ecology and Education. The project director is CEW researcher John Gugerty.

To learn more about this project, visit this CEW Web site:
<http://www.cew.wisc.edu/accessibility/>



Administrators can build skills

A program being launched this summer will enable experienced Wisconsin school administrators to collaborate with other skilled administrators and UW-Madison School of Education faculty on problems of practice, and to enhance their skills as master administrators.

The Master Administrator Capstone Certificate (MACC) Program – planned to run over two summers and an academic year – focuses on action research, mentoring, and developing a portfolio.

The program – being developed by the School's Department of Educational Administration in collaboration with the Wisconsin Association of School District Administrators (WASDA) and the Association of Wisconsin School Administrators (AWSA) – is designed to bring together the most skilled administrators and university faculty to apply the latest research and practical wisdom to the challenges of school leadership. Participants will play an active role in shaping the program's structure and content.

The department is working with the Wisconsin Department of Public Instruction to enable participants to use MACC as a mechanism for re-licensure at the professional level under PI 34. Also, participants may use the program as an opportunity to prepare their portfolios to document administrative mastery to submit to the DPI for consideration for the master-level license.

Clinical professor Jim Shaw, former WASDA president and superintendent in Menomonee Falls, Wisconsin, will be coordinating the program. For more information or to apply, contact Shaw at (608) 263-3232, or at jimshaw@education.wisc.edu.

PEOPLE celebrates results

UW-Madison's incoming freshmen class of 2002 included 24 graduates of the PEOPLE Program, the first group of participants to enroll here.

"We're hopeful that they'll be the first of many PEOPLE graduates who go on to become UW-Madison graduates," said Paul Barrows, vice chancellor for student affairs.

Administered by the School of Education, PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) is an innovative partnership between Milwaukee and Racine high schools and UW-Madison. Madison public schools are also involved at the middle-school level.

Designed for African American, American Indian, Asian American (with emphasis on Southeast

Asian American), Hispanic/Latino and disadvantaged students, the program was launched in 1999 as a way for the university to increase diversity and identify students with strong academic potential. Students participate in year-round sessions at home and at summer sessions on campus, focusing on academic skills, college classroom experience, campus orientation, and cultural enrichment activities.

Upon high school graduation, PEOPLE students accepted at UW-Madison are eligible for a five-year tuition grant. Of the 21 other members of PEOPLE's first graduating class, nearly all had plans to attend college, Barrows said.

To learn more about PEOPLE, visit: <http://www.wisc.edu/studentaffairs/people/people.html>



Lisa Aarli (M.S. in curriculum and instruction, '00) was one of two Madison-area educators named 2002 Distinguished Alumni by the Gay, Lesbian, Bisexual, Transgender Alumni Council of the Wisconsin Alumni Association. Aarli teaches English at Middleton High School and advises the school's Gay-Straight Alliance, a student group that works to raise awareness of the effects of homophobia. Also, OutReach, an organization that serves Madison's lesbian, gay, bisexual and transgender community, honored Aarli as its Woman of the Year in June 2002.

James E. Akenson (M.A. in curriculum and instruction, '65; Ph.D. in curriculum and instruction, '75) delivered the keynote address at the first Australian Country Music Conference on August 24 in Gympie, Australia. Akenson serves as co-chair for the International Country Music Conference, co-editor of the *Country Music Annual* for the University Press of Kentucky, treasurer for the Tennessee Folklore Society, and executive director of the Tennessee Council for Social Studies. Akenson teaches social studies methods courses and graduate social studies education courses

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.

D'Onofrio receives Milken Award

Steve D'Onofrio, a fourth-grade teacher at Sauk Trail Elementary School in Middleton, has received a 2002 Milken Family Foundation National Educator Award, with an unrestricted \$25,000 prize, for excellence in teaching. State Superintendent Elizabeth Burmaster announced the award at a surprise all-school assembly held Oct. 17.



Steve D'Onofrio

D'Onofrio, a 1983 graduate of the UW-Madison School of Education in elementary education, has taught for 19 years in the Middleton-Cross Plains School District, including 13 years at Sauk Trail. He has been a cooperating teacher for School of Education practicum students since 1985.

Mr. D., as he is affectionately known, has a compassion for children, a gift in creating rapport with them and a passion for teaching, Sauk Trail Principal Doug Rykal told the *Wisconsin State Journal*. "He's like the Wayne Gretzky of elementary education."

Wisconsin Manufacturers and Commerce named him the

1995 Educator of the Year for his "effective parent communications, adapting student-learning styles to the classroom, innovative instructional practices, creative curriculum, and a strong ability to work with others."

The Milken Family Foundation National Educator Awards program recognizes and rewards the "best of the best" elementary and secondary schoolteachers, principals and other education professionals.

D'Onofrio is among 100 educators in 46 states being honored this year. Since 1987, the foundation has awarded \$46.9 million to 1,877 exceptional educators.

This is the fourth year that Wisconsin has participated in the awards program. A panel facilitated by the Wisconsin Department of Public Instruction selects the state's recipients.

For more information, see the news release on the Wisconsin Department of Public Instruction Web site:

http://www.dpi.state.wi.us/dpi/sp_rntdnt/milken.html

at Tennessee Technological University in Cookeville.

Barbara Allen (B.S. in physical education-dance, '76) has joined the Theatre Division of the School of the Arts at Columbia University as an adjunct assistant professor. Allen, a choreographer/director and physical comedy teacher based in New York City, has received fellowships from the National Endowment for the Arts for her dance/theater choreography and has developed comedy film shorts for *Saturday Night Live* and VH1.

Michael S. Bahrke (M.S. in physical education, '73; Ph.D. in physical education, '77) recently had his book, *Performance-Enhancing Substances in Sport and Exercise*, published by Human Kinetics, Champaign, Illinois. The book covers dozens of substances from anabolic steroids and stimulants to gene-transfer therapy. Bahrke, an acquisitions editor in the Scientific, Technical, and Medical Division of Human Kinetics, works from his office in Ellison Bay, Wisconsin.

Elizabeth Burmaster (M.S. in educational administration, '84) was named chair-elect for the Compact for Learning and Citizenship, a national nonprofit group that advocates service learning in K–12 schools. Burmaster, Wisconsin's elected superintendent of public instruction, will serve a two-year term as chair-elect and two years as chair of the organization. The Compact for Learning and Citizenship is part of the Denver-based Education Commission of the States, a national compact of states working to improve education policy.

Anika Fajardo (B.S. in elementary education, '97) collaborated with Bobbie Malone of the Wisconsin Historical Society on the Teacher's Guide and Student Materials for *Working With Water: Wisconsin Waterways* (University of Wisconsin Press, 2001). They previously had co-written the Teacher's Guide and Student Materials for *Learning From the Land: Wisconsin Land Use* (University of Wisconsin Press, 1998). Both books are part of the Historical Society's New Badger History Series publications for fourth grade.

Luc E. Gosselin (Ph.D. in physical education, '91) recently was promoted to associate professor in the Department of Exercise and Nutrition Sciences at the University at Buffalo, State University of New York. Gosselin currently is conducting research on respiratory muscle dysfunction, funded by the Muscular Dystrophy Association and the American Lung Association.

Mary Dalton Howard (B.S. in education, '59; M.S. in education, '61) was selected as a 2002 participant in the Fulbright Memorial Fund's Teacher Program, which sends American elementary and secondary teachers and administrators on three-week study visits to Japan. Howard teaches 11th-grade English at Elizabeth High School in Elizabeth, New Jersey.

Kitty Kingston (B.S. in art education, '75; M.A. in art education, '79; M.F.A. in art, '81) was promoted to professor in the UW Colleges Art Department.

Alumni Talk Back

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

Send your response via e-mail to: soenews@education.wisc.edu

Or by regular mail to:
School of Education News
Box 21 Education Building
1000 Bascom Mall
Madison, WI 53706–1398

Please include your name, degree and year, and where you live now.

A selection of responses will be published in an upcoming issue of the *School of Education News*.

Kingston, who teaches on the Marshfield campus, also received a UW–Madison/UW Colleges Summer Research Grant 2002. Kingston exhibited her sabbatical project, a suite of screen monoprints titled "In the Dominion of Remnants: The Surface of Change," in the Wisconsin Union Gallery during fall semester 2002.

Karen E. Koblitz (M.F.A. in art, '76) was selected as one of the first art ambassadors under the U.S. State Department's Art in Embassies Program. Koblitz, a leading contemporary ceramist, spent 10 days in Moscow as a guest in the official residence of U.S. Ambassador Alexander Vershbow, where several of her works went on display. She also toured and lectured at Stroganov School, met with Russian ceramists, and visited historic sites such as Abramtsevo, a 19th-century artists colony. Koblitz last year received the School of Education's Alumni Achievement Award.

John J. Koehn (Ph.D. in educational administration, '72) has received the 2002 Wisconsin Association of School District Administrators Outstanding Educator Award. Koehn served the Oconomowoc School District from 1960 to 1990 as an elementary teacher, elementary and junior high school principal, and assistant superintendent. After retiring in 1990, he began teaching at

Cardinal Stritch University and consulting with school districts on the development of strategic plans.

David Landau (B.S. in elementary education, '90) recently released his first CD, *David Landau and Friends – Music for Kids*. Landau has taught first grade at Stoner Prairie Elementary School in Fitchburg for 11 years, but has taken a leave to pursue his musical career. He also performs as a member of the Cork 'n' Bottle String Band, a popular Madison-area bluegrass ensemble.

Nancy Manter (M.F.A. in art '78) presented "Traces," an exhibit of her pulp paper drawings created at the Dieu Donné Papermill, in fall 2002 at Saint Peter's Church, in the Citicorp Building, New York City. Manter is on the visual arts faculty at Princeton University.

Kathleen McCormick (Ph.D. in physical education, '91) served as an ad hoc reviewer for the Skeletal Muscle Biology study section at the National Institutes of Health (NIH). McCormick, an assistant professor in the Department of Exercise and Nutrition Sciences at the University at Buffalo, State University of New York, is conducting research in muscle physiology, funded by the NIH.

Laura Leigh Rampey (M.S. in curriculum and instruction, '88) achieved certification by the National Board for Professional Teaching Standards in Adolescent/Young Adult Mathematics in November 2002.

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Mark your calendars!

The UW–Madison School of Education will celebrate Alumni Weekend 2003 on Saturday, May 10.

The celebration will include a morning reception, followed by a program and presentation of alumni awards to outstanding graduates. The festivities will conclude with a noon social and luncheon.

For more information, watch the School's Web site – <http://www.education.wisc.edu> – or contact Kathy Boebel, the education alumni coordinator, at (608) 262–0054 or boebel@education.wisc.edu.

Michael W. Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, has received the Outstanding Book Award from the American Educational Research Association Division B for *Educating the "Right" Way: Markets, Standards, God, and Inequality*. He also gave the keynote address at a conference on school choice hosted by Tokyo Metropolitan University.

Brian Bottge, assistant professor in the Department of Rehabilitation Psychology and Special Education, and **Mary Heinrichs**, associate researcher at the Wisconsin Center for Education Research, were awarded a three-year, \$900,000 grant by the U.S. Department of Education, Office of Special Education Programs, to investigate the factors that promote or impede the successful implementation of Enhanced Anchored Instruction (EAI). EAI involves using technology to help students with learning disabilities and/or emotional disabilities develop their computation and problem-solving skills in authentic learning contexts.

Jim Bruskewitz, an instructor in the Physical Education Activity Program, won the National Triathlon competition for men ages 50 to 54 in Coeur d'Alene, Idaho, and went on to win his age division at the World Championship Triathlon in Cancun, Mexico, in early November. His total time in the world competition – 2:05:43 – beat out 69 other competitors in his age group. He placed 64th overall in the competition.

Tim Gattenby, coordinator of the Adapted Physical Education program in the Kinesiology Department, was honored as Ironman Captain of the Year for helping to bring the Ironman Wisconsin Competition to Madison. The process involved putting together a bid and organizing a triathlon that showcased the UW–Madison campus, area communities, and the surrounding countryside.

Alberta M. Gloria, associate professor of counseling psychology, was awarded the Emerging Professional Award at the 2002 American Psychological Association Annual Conference. The award, from the Society for the Psychological Study of Ethnic Minority Issues Division

45, recognizes outstanding early career contributions in promoting ethnic minority issues in the field of psychology.

Li Li Ji, professor in the Kinesiology Department, gave the keynote address last July at the 2002 Japanese Society of Exercise Physiology and Sports Medicine in Tsukuba University, Japan. He also gave a keynote lecture at the First International Chinese Scholars Society for Exercise and Fitness conference held in Hong Kong in December.

Gloria Ladson-Billings, professor of curriculum and instruction, received an honorary degree in November from Umeå University in Umeå, Sweden. She is one of several faculty members who have been involved with the School's multifaceted relationship with the Swedish university.

Julie Mead, assistant professor of educational administration, received the 2002 Jack A. Culbertson Award from the University Council of Educational Administration. The national award recognizes a leading assistant professor for outstanding contributions to the profession. Mead's scholarship focuses on the legal aspects of charter schools and educational services for children with disabilities.

Professor **Michael Olneck**, chairman of the Department of Educational Policy Studies (EPS), and four EPS students – **Utae Kinoshita**, **Ramona Gunter**, **Natalie Crow Becker**, and **Michael Abelson** – visited Umeå University in Umeå, Sweden, in August, as part of an on-going exchange between the School of Education and Umeå. The visit follows one by faculty members and students from Umeå to UW–Madison last spring.

Douglas Rosenberg, assistant professor in the Dance Program, recently received the Phelan Art Award in Video, which honors California-born artists whose body of work merits recognition for its creativity, innovation and contribution to the language of video. The award is sponsored by The San Francisco Foundation and is funded by the James D. Phelan Trust.

Emeritus gathering



Emeritus faculty and staff members of the UW–Madison School of Education gathered in October at the Dean's Club Luncheon at Blackhawk Country Club. Front row, from left: Julia Brown, Kinesiology; Melvin Butor, Art; Georgia Shambes, Kinesiology; Merle Strong, Educational Administration and CAVE; Donald McCarty, Educational Administration; Joseph Kauffman, Educational Administration; Mary A. "Buff" Brennan, Kinesiology/Dance. Back row, from left: Marjorie Kreilick, Art; Marvin Fruth, Educational Administration; Claire Shaffer, Dean's Office; B. Robert Tabachnick, Curriculum & Instruction and Educational Policy Studies; Herbert Kliebard, Educational Policy Studies and Curriculum & Instruction; Harland Samson, Continuing Studies and CAVE; Alvin Hovland, Kinesiology; Fred Newmann, Curriculum & Instruction; B. Dean Bowles, Educational Administration; John Kean, Curriculum & Instruction.

Obituary

Emeritus professor **Dean Jackson Meeker**, who taught art at UW–Madison from 1946 to 1992, died October 4, 2002, at the age of 82.

Meeker, whose motto was “Art Is Process,” was a master printmaker, sculptor and teacher, and is credited with starting the nation’s first university course in silkscreen. He exhibited his work in over 100 one-person shows, received numerous grants and awards, and lectured internationally on innovative techniques, including non-toxic print-making methods.

He received his degrees, B.F.A. and M.F.A., at the School of the Art Institute of Chicago, and also attended Northwestern University, where he studied anthropology, art history and psychology. After retiring, he devoted full attention to work at his studio in Dane, Wisconsin. ■

ART FACULTY JOIN IN GERMAN EVENT

UW–Madison faculty members **Laurie Beth Clark**, **Aristotle Georgiades**, **Nancy Mladenoff**, and **Gail Simpson**, of the Art Department, and **Michael Peterson** of the Theatre and Drama Department, participated with 14 other artists from the United States, Germany, Scotland, France, Italy, Korea, and Peru in the *Internationale Waldkunstpfad* (“Forest Art Path”) exhibition in Darmstadt, Hessen, Germany, in August.

The theme of the symposium/exhibition was to create site-specific works in the forest meant to change the vision of what we were accustomed to seeing in a forest, as well as address ideas like ecology, forestry, history, and nature-culture combinations.

- Clark created “Versteckt Kinder” to honor the Jewish children who survived the Holocaust by hiding in European forests. Her work consisted of 83 hidden “doll houses,” each marked as a Jewish house and containing a book with forest references from Grimm’s fairy tales.
- Georgiades’ earth sculpture “Recess” involved creating ground seating for users of the forest path, who could sit on a bench in this dugout away from the path and view the forest from the perspective of a small animal.
- Mladenoff’s “Painted Mushrooms” involved painting on or around mushrooms found along or near the exhibition’s designated path.
- Simpson’s “Harvest” consisted of a series of electrical outlets and switches installed in trees along the path deep in the woods. The work refers to the vitality of nature in general and trees in particular, and the human drive to consume natural resources.

Links to the images are available at: <http://www.waldkunst.com/ldt/fakten.html>

Alumni News

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Katherine A. Rhoades (M.A. in educational policy studies, ’91; Ph.D. in educational policy studies, ’96) has been named interim associate dean of the UW–Eau Claire School of Education, where she is an associate professor in the Foundations of Education Department.

Mary Jane Scherdin (Ph.D. in educational administration, ’89) has received the 2002 Librarian of the Year – DEMCO Award from the Wisconsin Library Association. Scherdin is director of the Oscar Rennebohm Library at Edgewood College in Madison. She was cited for providing exceptional leadership, vision, and innovation in library user education, mentoring and inspiring numerous librarians, and compiling an extensive record of research, publications, and presenta-

tions, as well as being active in professional associations.

James R. Stainbrook (M.A. in education, ’64), an emeritus professor at Ball State University in Muncie, Indiana, was recently inducted into the Hall of Fame of the Indiana Unit of the Association of Teacher Educators. Stainbrook served on the faculty of Ball State’s Teachers College for 29 years.

Henry Steinberger (Ph.D. in educational psychology, ’86) was elected to the Board of Directors of SMART Recovery®, a non-profit organization offering an abstinence-oriented program of self-help to people with addictive behavior problems. Steinberger is a licensed psychologist at Capitol Associates, LLC, in Madison. He recently received the Certificate of Proficiency in the Treatment of Alcohol and Other Psychoactive Substance Use Disorders from the American Psychological Association’s College of Professional Psychology.

Obituary

Marcia Wellstone Markuson (B.S. in education and Spanish, ’91) died October 25, 2002 in the northern Minnesota plane crash that also killed her father, U.S. Sen. Paul Wellstone, and mother, Sheila Wellstone, along with five others. Markuson, 33, who had taught Spanish at White Bear Lake (Minn.) High School’s south campus since her graduation from UW–Madison, had taken a leave of absence to campaign for her father’s re-election. Markuson, who also had a master’s degree in education from Hamline University in St. Paul, advised the National Honor Society and taught a community education cross-country skiing class. Survivors include a 7-year-old son from her previous marriage, and three stepchildren from her marriage to Todd Markuson. ■

Education faculty featured

Several School of Education faculty members will be featured in the latest Noon Lunch Series sponsored by UW–Madison’s Robert M. La Follette School of Public Affairs.

The series – called “See Dick, See Jane, See Their Schoolhouse Change: Education Trends in the New Century” – will be held Mon-

days in February and March, at noon in the Madison Municipal Building, Room 260, 215 Martin Luther King Jr. Blvd. The free events are open to public.

The speakers include: Stephen Elliott, professor of educational psychology, February 3; Hardin Coleman, professor of counseling psychology, February 10; Debo-

rah Lowe Vandell, professor of educational psychology, February 17; and Diana Hess, assistant professor of curriculum and instruction, March 3.

For up-to-date details, go to the La Follette Web site, <http://www.lafollette.wisc.edu/>; or call (608) 262–3581. ■

Global conference planned

A conference scheduled March 21–23 at UW–Madison’s Pyle Center is designed to promote K–12 international education in Wisconsin and to help build a network of global educators. The School of Education and its Department of Educational Administration are among the sponsors of the event.

The conference – “Education Across Six Continents: Teaching and Curriculum for a Global Society” – is aimed at K–12 educators interested in international and multicultural education; student exchange program coordinators;

university faculty and staff involved with international programs and curriculum; and leaders of community ethnic, immigrant, and refugee programs.

B. Dean Bowles, emeritus professor of educational administration, and graduate student Shirley Droese are leading efforts to organize the event.

Other sponsors include the UW–Madison Centers for European Studies and Russian, Eastern European, and Central Asian Studies; Wisconsin Department of Public Instruction; Wisconsin Education Association Council;

Wisconsin Friends of International Education; Wisconsin Association of Supervision and Curriculum Development; and the Wisconsin Chapter of the Fulbright Association.

For more details and information on registration and lodging, visit the conference Web site:

<http://www.education.wisc.edu/edadmin/iec>.

Or contact: Shirley Droese, Department of Educational Administration, UW–Madison, 1025 W. Johnson St., Madison, WI 53706. Phone: (608) 263–7880.

Featured lectures posted online

Linda Darling-Hammond: “Creating Schools That Work: The Challenge of Educational Excellence and Equity”

In a public lecture that examined standards, accountability, equity, and teaching quality, Stanford University professor of education Linda Darling-Hammond spoke to an enthusiastic audience of nearly 300 educators, university students, and community members Wednesday, Nov. 20, in Music Hall.

Darling-Hammond provided the keynote speech for the School of Education’s sixth annual celebration of American Education Week, which recognizes all those who contribute to K–12 education.

To hear Darling-Hammond’s full presentation, go to the School’s Web site: <http://www.education.wisc.edu/news/detail.asp?fldIdNews=41>

Or go directly to the video (RealPlayer version 5.0 or newer

required): imdcmedia.education.wisc.edu/events/hammond.ram

Kevin Henkes: “An Equivalent Happiness: Making It Out of Childhood”

The 2002 Charlotte Zolotow Lecture by author/artist Kevin Henkes at the Wisconsin Union Theater on Wednesday, October 2, is available as an archived Web cast at <http://www.education.wisc.edu/ccbc/zolotow/czweb02.htm>.

Conferences and workshops for educators

Workshops for Teachers in Science and Bioethics

Contact Linda Shriberg at (608) 262-4477 / sbriberg@education.wisc.edu

- Clone a Gene, Clone an Organ, Clone an Animal ... What's the Difference?** Friday, January 24, BioPharmaceutical Technology Center Institute (BTCD), 5445 East Cheryl Parkway, Madison. This combination classroom-laboratory workshop will introduce teachers of grades 6–12 to the principles of cloning and to some basic recombinant DNA techniques.
- What Do You Know About Molecular Biology? And What Is DNA Anyway?** Saturday, February 22, BioPharmaceutical Technology Center Institute (BTCD), 5445 East Cheryl Parkway, Madison. Teachers of grades 3–8 will have fun learning about molecular biology, DNA, and cell structure and function.
- Bioethics in the High School Curriculum: Promoting Critical Thinking About Ethical Issues in the Life Sciences** Wednesday, March 12, Pyle Center, 702 Langdon Street. High school teachers will learn about ethical theory and pedagogy, conducting ethics discussions in their classrooms, “critical thinking” in ethics, handling religious claims, online bioethics resources, and current debates in bioethics (bioterrorism, human embryonic stem cell research, human cloning, and labeling of foods derived from biotechnology).

Differentiation: Creating Responsive Classrooms for Diverse Learners

Friday–Saturday, February 14–15, Monona Terrace Community and Conference Center. This conference will address the need for systematic reforms aimed at improving the achievement of all students – with and without disabilities. General and special educators will learn how to work together to design and deliver differentiated curriculum and instruction at the elementary and secondary levels, across disciplines, and for students with varying needs. Carol Ann Tomlinson is the featured presenter. Contact Julie Seaborg at (608) 262-5315 / seaborg@education.wisc.edu, or Linda Shriberg at (608) 262-4477 / sbriberg@education.wisc.edu

Paraeducators As Critical Team Members In Supporting Students With Disabilities

Friday–Saturday, March 7–8, Education Center at American Family Insurance. With students with disabilities now receiving instruction in general education classrooms, there is need to focus on the training and supervision of school staff, particularly paraeducators, who require specific skills to interact professionally with supervisors, assist students to make progress, deliver academic content, and respond to the dynamics of classroom instruction. The Friday ses-

sion is organized for administrators, teachers, and other supervisors with an emphasis on how to work supportively and effectively with paraeducators. Saturday's session is designed for paraeducators attending with their supervisors to facilitate working relationships, establish a shared understanding of educational strategies, and clarify national directions. Anna Lou Pickett is the featured presenter. Contact Linda Shriberg at (608) 262-4477 / sbriberg@education.wisc.edu, or Julie Seaborg at (608) 262-5315 / seaborg@education.wisc.edu

Workshops on Assessment

Contact Linda Shriberg at (608) 262-4477 / sbriberg@education.wisc.edu

- Alternate Assessment for Students with Severe Disabilities** Tuesday, April 29, Pyle Center, 702 Langdon Street. In this workshop, Stephen N. Elliott and Andy Roach will describe the development and use of the Wisconsin Alternate Assessment for Students with Disabilities. Case studies will illustrate the use of classroom-based evidence to document students' achievement and to facilitate inclusive assessment in the state's educational accountability system.
- Using Results to Get Results: What is the WKCE? How Can It Help Improve Teaching?** Friday, May 2, Pyle Center, 702 Langdon Street. Jeffery Braden will address a number of important issues about assessment, including: the importance of testing (as related to state and federal legislation); justifying testing for improved learning outcomes; understanding WKCE content; student performance benchmarks; understanding test results (individual and group); and how to use test results to improve teaching.
- Alternate Assessment for English Language Learners.** Friday, May 9, Pyle Center, 702 Langdon Street. Timothy Boals and Stephen N. Elliott will describe the development and use of the Wisconsin Alternate Assessment for English Language Learners. Case studies will be used to illustrate data collection, scoring, and reporting practices in Wisconsin.

Career Development for K–12 Educators

Friday afternoon, Saturday and Sunday, April 4–6 and May 2–4 in Madison. This two-weekend workshop series is related to upcoming changes in teacher licensure under PI-34. Topics will include: preparing for National Board Certification; developing and maintaining your professional development plan and your electronic portfolio; mentoring and peer review techniques.

For more information on these and other programs, contact the Office of Education Outreach, 304 Lathrop Hall, 1050 University Avenue, Madison, WI 53706-1386. Or visit the Web site: <http://www.education.wisc.edu/outreach>.

WISCAPE

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address issues of persistence could invite unprecedented involvement by the federal government.

“While K–12 has been vilified for its high dropout rate, postsecondary education has largely been excused for its relatively low ‘persistence’ rate,” said Portch, who, before going to Georgia, served as senior vice president for academic affairs for the University of Wisconsin System and as chancellor of University of Wisconsin Center campuses.

“This strikes me as curious,” he continued. “After all, K–12 has students who have not chosen to be there, whereas postsecondary education is entirely voluntary. The physical environment, the modes of instruction, and the support systems all generally are superior in postsecondary institutions. Yet many postsecondary institutions have higher dropout rates than many high schools.”

“Public dollars supporting students who leave college without completing degrees represents a significant loss – to the individuals who fall short of their goals, to the

taxpayers who don’t realize the expected return on investment, and to the nation’s social and economic well-being,” said Ann Coles, director of the Pathways to College Network and senior vice president of College Access Services, The Education Resources Institute.

Speakers at the WISCAPE conference cautioned that policymakers could use the upcoming reauthorization of the federal Higher Education Act as a vehicle to expand Washington’s role in higher education.

“The Bush administration appears to believe that it can use the same kinds of accountability provisions on higher education that it has imposed on elementary and secondary education through the ‘No Child Left Behind’ legislation,” said Jacqueline King, director of the Center for Policy Analysis, American Council on Education. “Administration officials seem to think that they can identify poorly performing institutions through measurement of graduation rates and force those institutions to improve by threatening to cut off federal funds.”

Portch echoed concerns over the administration’s approach to education policy, characterizing “No Child Left Behind” as having “a lot of the right themes, but the wrong machinery.”

The conferees criticized most efforts thus far to promote persistence as too limited in scope and too marginalized to be effective. Instead, they called for bold responses that reach well beyond postsecondary institutions, starting with the preparation of students.

The roots of success in college can be traced to decisions and actions of students, their parents, and institutions when the students were in middle school, Cabrera, a

About WISCAPE

The Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) was created in the spring of 2000 as a campus-wide center based in the UW–Madison School of Education to engage key stakeholders, researchers, faculty members, senior administrators, and community, civic and government leaders in an ongoing dialogue about issues facing higher education.

For more information, visit the WISCAPE Web site:
<http://www.wiscape.wisc.edu/>

WISCAPE

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WISCAPE senior scholar, noted in his remarks to open the conference. Cabrera, a leading organizer of the conference, has received recognition for his work on the role of finances on college persistence.

“Evidence abounds that providing access without academic preparation does not provide real opportunities,” said Tinto. He and others urged a systemic approach that reaches from preschool through postsecondary levels.

Tinto called for the formation of “a strategic coalition of groups from states, schools, communities, families, and organizations to ensure that all students acquire the academic skills they need to succeed in college. At the same time, schools and higher educational institutions must work together to align their academic programs so that the skills students acquire in



Stephen Portch, left, and Vincent Tinto confer during a break at WISCAPE’s conference on persistence.

middle and high school are those needed for success in college.”

Portch cited the need to close the achievement gaps that exist along economic and racial lines. He favors increased investment in pre-kindergarten education. “Some researchers claim that over half of the achievement gap exists before a child enters first grade.... Pre-K knowledge of everything from the alphabet to colors can largely pre-determine whether a child will ever go to college.”

Coles complained that many students lack access to college preparation courses. For example, she said, “The majority of middle schools still do not offer Algebra I even though research has clearly established it as a gateway-to-college course.”

She cited obstacles faced by students traditionally underserved by higher education – including those from low-income families and underrepresented minorities. “Major challenges include lack of access to rigorous academic preparation, lack of college planning information and encouragement, inadequate financial aid, difficulties establishing strong connections with school and college communities, and structural barriers that make it difficult for individuals to make smooth transitions from one level of education to another.”

Colleges also need to make dramatic changes, the speakers said.

“Even if we address systemic preparation problems,” Portch noted, “we still will have to reshape postsecondary education from an industrial model to a knowledge model to mirror the transformation that has occurred in the economy.”



Jacqueline King



Ann Coles

He explained, “The industrial model of awarding degrees based on the accumulation of a certain number of credits, earned in 15-week blocks, in distinct courses, from departmentally based faculty, cannot be sustained. The new model must be based on any-time, any-place learning. It must replace time being the constant and learning the variable with learning being the constant and time the variable. It must see the end of the lecture as we now know it and the beginning of faculty as facilitators of learning.”

He added, “There is no learning theory that supports our structure.”

Tinto also bemoaned the fact that “learning is still very much a spectator sport in which faculty talk dominates and where few students actively participate. Most students experience learning as an isolated learner whose learning is disconnected from that of others.”

He said, “An extensive body of research identifies the conditions within institutions that best promote student persistence, in particular during the students’ first year of college.” He listed five: high expectations; effective advising; academic, social, and personal support; involvement as valued members of the institutional community; and active learning.

Technology could have a significant impact, if those in higher education can determine how to make effective use of it, Portch said. “Technology could free up faculty, the most important but most wasted resource on campus.”

Regardless of how institutions respond, King warned that Washington could exert a stronger pull

on the powerful levers of competition and embarrassment – an approach already being used by *U.S. News and World Report* in its closely watched annual college rankings.

“Policymakers may not know how to improve graduation rates, but they understand that if they shame colleges publicly or put them at a competitive disadvantage to their peers, the institutions will figure out how to improve,” King said. “The federal government has used this approach several times, with varied success, to attempt to change institutional behavior with regard to topics as varied as teacher preparation and campus security.”

She concluded, “I am confident that debates about persistence, accountability, and the appropriate federal role will only intensify as Washington once again reevaluates federal higher education policy.”

The papers presented at the persistence conference are available online at:

<http://www.wiscapewisc.edu/publications/index.asp>.

Meanwhile, WISCAPE will continue the dialogue on persistence at a conference this spring to address the roles of and connections among state-level stakeholders, including the governor and legislators, public and private groups, and educational systems and institutions. For details, visit the WISCAPE Web site. ■

WISCAPE sessions focus on degree completion

Decades of efforts to broaden access have opened the doors of postsecondary education to more Americans than ever. Some experts, however, are concerned that too little has been done to ensure that those who enter institutions of higher learning are able to complete their courses of study.

“Access without a reasonable chance of success perpetrates a fraud on students,” said Stephen Portch, chancellor emeritus of the Board of Regents of the University System of Georgia.

“We have to move beyond thinking of access as solely enabling people to gain entry to higher education to seeing access as providing individuals with realistic opportunities to earn a four-year college degree,” said Vincent Tinto, professor and chair of the Higher Education Program at Syracuse University.



Photos by Bob Rishid

“We were able to bring together researchers, policymakers, funding organizations, and students to discuss an issue of tremendous importance to the future of postsecondary education.”

— Alberto Cabrera, UW–Madison professor of educational administration

“We were able to bring together researchers, policymakers, funding organizations, and students to discuss an issue of tremendous importance to the future of postsecondary education,” said Alberto Cabrera, professor of educational administration, who convened the three-day conference.

At the conference, organized by the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), a campus-wide unit based in the UW–Madison School of Education, these experts called for bold steps to increase degree-completion rates. They warned that failure to

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