

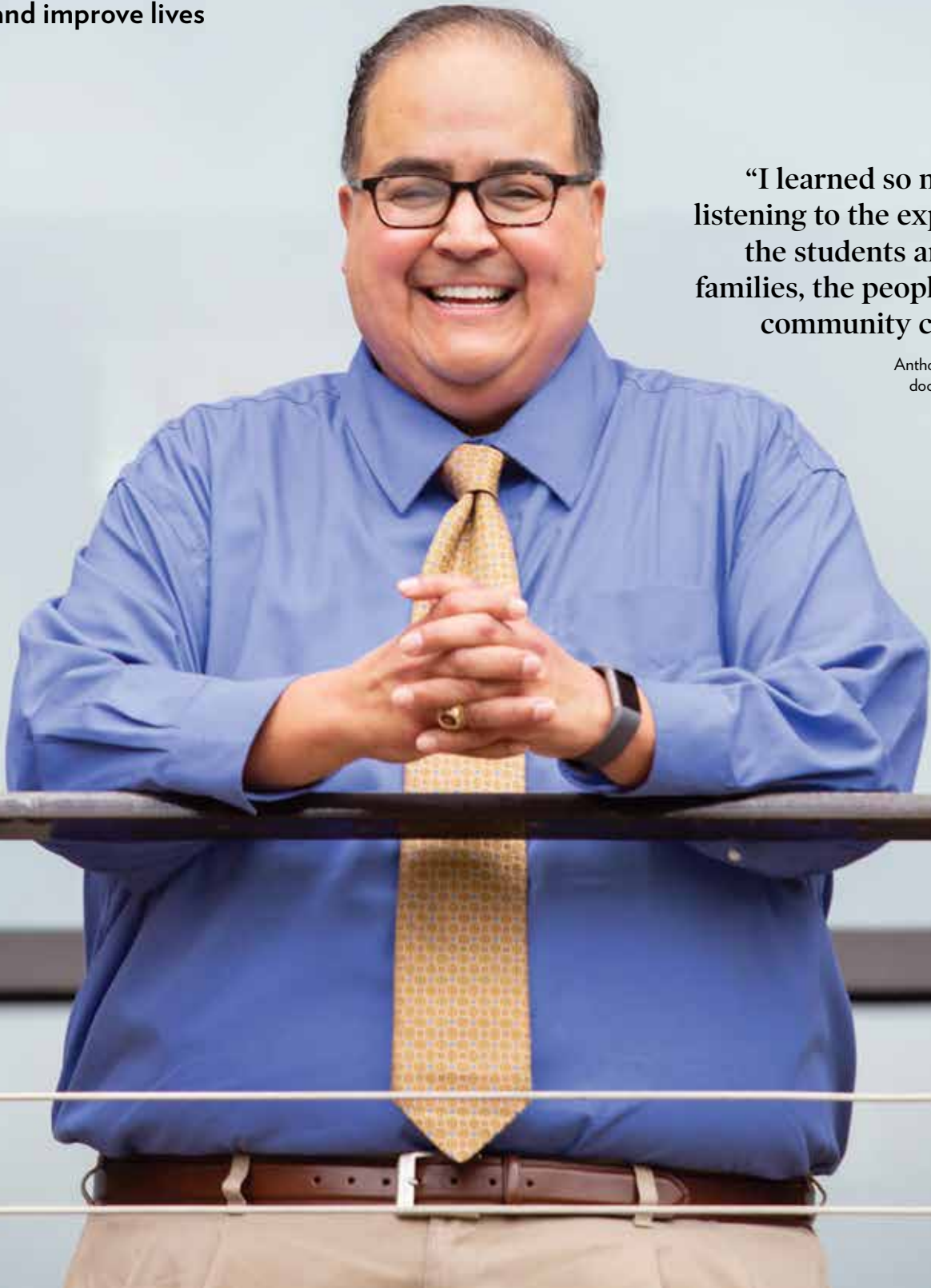
# Learning Connections

FOR UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF EDUCATION ALUMNI AND FRIENDS • SUMMER 2019



## CONNECTING WITH COMMUNITY

to explore new possibilities,  
engage diverse voices,  
and improve lives



“I learned so much by listening to the experts — the students and their families, the people in the community centers.”

Anthony Hernandez,  
doctoral candidate

UW-Madison's first

**DAY OF THE  
BADGER** | 4.9.19



dayofthebadger.org

SCHOOL OF  
EDUCATION  
GIFTS

**179**

SCHOOL OF EDUCATION

DOLLARS RAISED

**\$48,400**

LENGTH OF "DAY"

**1848 minutes**

(celebrating the year the university was founded)

At 100 gifts we received a

**\$10,000**

HAZEN  
CHALLENGE  
MATCH

#DAYOFTHEBADGER

UW-Madison **trended globally** on Twitter and received gifts from every state in the country.

**GIVING BACK —  
IT'S WHAT BADGERS DO**

Thank you to everyone who sported their Badger red, followed us on social media, and made a gift. We are grateful for your support. Watch your email for an announcement of the next Day of the Badger, in April 2020.





SARAH MAUGHAN/SCHOOL OF EDUCATION

*The School of Education is connecting with communities in classrooms — and beyond.*

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ISTOCK/MICHAEL BURELL



**CHANGING THE GAME:  
NIU pushing the pace on diversity**



@NIUlive recently hired @UWMadison alum @NIUCoachHammock as its football coach. Fellow UW alum @SeanTFrazier is the @NIUAthletics director. Both earned a master's from UW's Dept. of Educational Leadership and Policy Analysis. Check out this @13WREX report.



# MESSAGE FROM THE DEAN



**School of Education**  
UNIVERSITY OF WISCONSIN-MADISON

## LEARNING CONNECTIONS SUMMER 2019

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## Dear Friends:

One of the things I value most about the School of Education is the sense of community. We have a wide range of departments and programs but we are all bound by a common purpose: enriching lives and making the world a better place.

We know that one of the best ways to work toward those goals is through collaboration and partnership. Just as our departments collaborate with one another to develop new ideas and perspectives, members of our School of Education community collaborate with people and organizations across the state to learn from one another and put knowledge into practice.

In this issue of *Learning Connections* you will read several stories about how School of Education faculty, staff, and students have reached beyond campus to make connections, gain insight, and form partnerships. These and other efforts within the School exemplify our commitment to our students, to our community, and to the Wisconsin idea.

As you read these stories, you will notice that *Learning Connections* has been redesigned. I believe that this new format, featuring engaging images and personal perspectives, will bring the stories to life and leave you feeling even more connected to the School of Education.

This issue may look different but we've still made sure to highlight some of the exciting developments and announcements of the last few months. These include:

- The Board of Regents approved a new major in the School of Education: Health Promotion and Health Equity. Students will focus on the physical, psychological, and socio-cultural aspects of health.
- We have been recognized as the No. 1 public school of education in the country, a distinction we share with UCLA. This honor is a testament to the hard work and dedication of our world-class faculty and staff.
- Members of our School of Education community continue to wow us with their awards, grants, publications, research, and impact.

As our alumni and friends, you are an invaluable part of our School of Education community. We are very grateful for all you do to support our students, our faculty, our staff, and our School.

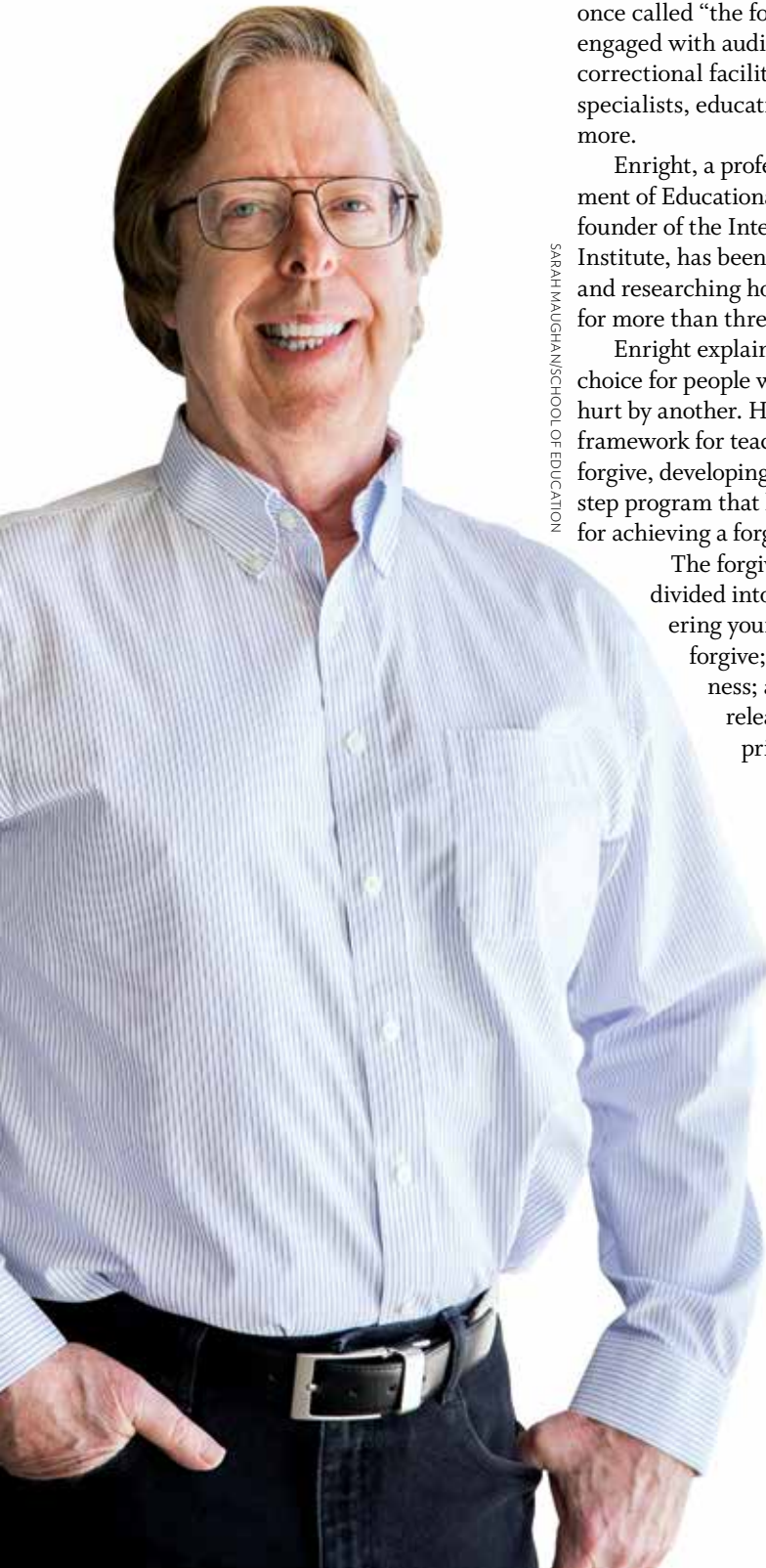
— Diana Hess





## Enright travels globe spreading news about forgiveness work

*“By liberating yourself from the pain and sorrow, you can reclaim your life and find the peace that your anger had stolen.”*



SARAH MAUGHAN/SCHOOL OF EDUCATION

UW–Madison’s Robert Enright spent five weeks earlier this year overseas delivering presentations and workshops related to his groundbreaking forgiveness work. The person Time magazine once called “the forgiveness trailblazer” engaged with audiences that included correctional facility innovators, cancer specialists, educational leaders, and more.

Enright, a professor with the Department of Educational Psychology and the founder of the International Forgiveness Institute, has been pioneering this work and researching how it affects well-being for more than three decades.

Enright explains that forgiveness is a choice for people who have been deeply hurt by another. He constructed a framework for teaching people how to forgive, developing this work into a 20-step program that he regards as essential for achieving a forgiving life.

The forgiveness program is divided into four phases: uncovering your anger; deciding to forgive; working on forgiveness; and discovery and release from emotional prison.

The idea, Enright explains, is giving people the option of choosing to forgive rather than holding onto anger and resentment, which can be debilitating.

“By liberating yourself from the pain and sorrow, you can reclaim your life and find the peace that your anger had stolen,” says Enright.

Enright’s formal presentation schedule on this most recent tour included:

**Jan. 9 — Forgiveness Therapy for The Imprisoned: From Practice to Research Outcomes.** This took place during the Restorative Justice, Forgiveness, and Prisoners Conference at Bar Ilan University in Ramat Gan, Israel.

“For many prisoners, the abuse an inmate typically experienced as a young man turned to a poisonous anger which was destroying him and his life,” says Enright. “Counselors are seeing forgiveness therapy is one of the few approaches to corrections that actually works.”

**Jan. 16 — Forgiveness Therapy for Patients with Multiple Myeloma and Other Blood Cancers.** This presentation was during the Symposium Integrativna Onkologia at the Slovak Academy of Sciences in Bratislava, Slovakia.

Enright notes how research is showing that suppressed anger can be a precursor to the development of cancer and its progression after diagnosis. Forgiveness therapy is now being included in regimens of some cancer treatment centers.

**Feb. 1 — Forgiveness Education for Our Students.** This was part of the 12-day forgiveness-focused extravaganza in Belfast, Northern Ireland, called the 4Corners Festival. Enright first tested his forgiveness education curriculum methodology in Belfast more than 17 years ago. Enright’s school-based forgiveness programs are also operating in the U.S. and more than 30 other countries around the world, and have been repeatedly tested and scientifically supported.

“We are all treated unjustly,” says Enright, who has been nominated for the Nobel Peace Prize for his forgiveness work in each of the past two years. “We need to combat the negative effects of unjust treatment. Forgiveness is the cure for that and it’s little understood. It’s time for society and the field of education and the mental health fields and medicine to take a much closer look at this.”



## Jones, Hitchcock featured in ‘Original Warrior’ exhibit at National Veterans Art Museum

The work of UW–Madison’s Tom Jones and John Hitchcock was showcased in the “Original Warrior” exhibit housed at the National Veterans Art Museum in Chicago last October through April 22, 2019.

Curated by Jones and Ash Kyrie, “Original Warrior” showcases the work of Native American artists. Many of the artists are also veterans, and all echo the long tradition many Native American nations have of honoring and welcoming back veterans into their community, commenting on the complex relationships between warrior and community, warrior and war, and warrior and service.

Jones, a professor of photography with the School of Education’s Art Department, explains that he has been photographing his Ho-Chunk community’s Memorial Day Powwow in Black River Falls, Wisconsin, since 1999. These powwows are the oldest in Wisconsin and among the oldest in the country, says Jones, a member of the Ho-Chunk nation.

“The role and responsibility of the veteran is still central to our traditional ceremonies,” says Jones, noting that

Ho-Chunk warriors have fought in the U.S. military since the Civil War, even at a time when they were not considered United States citizens. He adds that during this time, the Ho-Chunk were paid to join the service by individual whites who did not want to go to war.

“Statistically, Native Americans send more of their people off to war than any other group in America,” says Jones, noting that one in four Native Americans is a veteran. “I am in awe of these people and their experiences.”

Hitchcock (Comanche/Kiowa/German/Dutch descent) is the associate dean for the arts within the School of Education. The award-winning printmaker and installation artist is a professor with the Art Department whose work explores the relationships between community, land, and culture. He grew up on his family’s Comanche tribal land in the Wichita Mountains of western Oklahoma, across from the Fort Sill military base. Hitchcock’s work often combines images of U.S. military weaponry with mythological hybrid creatures from the Wichita Mountains to explore concepts of assimilation and control.



TOM JONES (2)

At the Ho-Chunk’s Memorial Day Powwow in Black River Falls, more than 100 flagpoles encircle the outside of the dance arena. Families raise the flag of their deceased veteran family members and often place a photograph of them on or at the base of the flagpole.





SPRING 2019 GRADUATES

## CLOSING REMARKS...

“ The coursework has challenged me but has also given me knowledge that I feel is relevant to my daily life and gets me excited to share this with others as a future health professional, primarily working with people from low-income, marginalized communities. ”

THALIA ALARCON  
Bachelor of Science in Kinesiology —  
Exercise & Movement Science



“ The most fulfilling part of my experience at UW–Madison was the connections I was able to make not only with other students and professors, but also with my field of study. Having the privilege to observe the development of my peers’ and professors’ artworks gave me the ability to expand my ideas of what art is and the lengths that it can reach. ”

JAC DELLARIA  
Bachelor of Science in Art

“ As a critical scholar, I want to use my research to humanize participants and give a voice to those who have often been silenced. ”

JAMILA LEE-JOHNSON  
Doctorate in Educational Leadership  
and Policy Analysis







## Historic ‘All of Us’ project creating largest health database ever

Dorothy Farrar Edwards is helping lead UW–Madison’s participation in the nationwide All of Us Research Program, an effort to compile the largest representative medical database ever to accelerate research and improve health.

In an effort to better reflect the full diversity of the United States, a major aim of this initiative is to include and gather information from populations that are too often missing in health research. The program welcomes healthy and sick participants ages 18-and-over of all backgrounds, and from all regions of the nation.

By collecting robust health, demographic, and lifestyle information, researchers can better understand health, and the prevention and treatment of disease.

“This program is an exciting, unique opportunity for everyone to play an active role in modern medicine for the benefit of future generations,” says Farrar Edwards, a Vilas Distinguished Achievement Professor of occupational therapy with the School of Education’s Department of Kinesiology. She has dedicated much of her career to researching the cultural, physical, genetic, and lifestyle factors that lead to a range of health conditions that have disparate effects on different populations. Farrar Edwards also holds appointments with the departments of Medicine and Neurology in the School of Medicine and Public Health (SMPH).

As director of the Collaborative Center for Health Equity in the UW–Madison Institute for Clinical and Translational Research, Farrar Edwards has contributed to significant advances in the care of minority, immigrant, and tribal communities in Wisconsin.

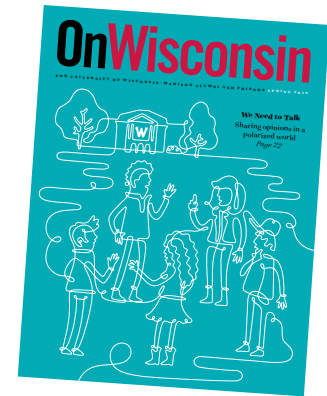
But there is much more work to be done and Farrar Edwards says that’s a key reason she helped push for UW–Madison’s involvement in the All of Us Research Program. The National Institutes of Health chose the Wisconsin consortium — comprised of UW–Madison, Marshfield Clinic, the Blood Center of Wisconsin, and the Medical College of Wisconsin — as one of 10 participating centers nationwide.

Farrar Edwards and Dr. Elizabeth Burnside, associate dean for team science and interdisciplinary research at SMPH, serve as co-principal investigators for UW–Madison’s site. Farrar Edwards also leads community engagement for the statewide All of Us Wisconsin consortium.

Participants are asked to share their electronic health records, submit blood and urine samples, and answer questions about their health habits and their home and work life.

Learn more and get involved at: [AllofUs.wisc.edu](http://AllofUs.wisc.edu)

**“This program is an exciting, unique opportunity for everyone to play an active role in modern medicine for the benefit of future generations.”**



## On Wisconsin spotlights Diversity Dialogues

On Wisconsin, UW–Madison’s alumni magazine, ran a cover story this spring headlined, “Room for Debate: In a polarized world, UW–Madison fosters tough conversations.”

The article explains how different groups at UW–Madison are actively seeking, encouraging, and developing the ability to discuss difficult topics — and not just politics. Among those efforts highlighted is the Diversity Dialogues work of the School of Education’s Department of Counseling Psychology.

Started almost 15 years ago, the program is designed to foster greater equality, inclusion, and understanding across differences. On Wisconsin explains how Diversity Dialogues is used as a conversational platform for students from different racial, ethnic, gender, and class backgrounds.

Professor **Steve Quintana**, who directs the Diversity Dialogues program and is chair of the Department of Counseling Psychology, tells On Wisconsin that the primary objective of this group is to help students recognize that all people are “living rich, interesting, and complex lives.”

Quintana and others act as facilitators, giving participants different cues and helping to maintain a respectful balance.

Participants later shared that engaging in Diversity Dialogues made them feel more flexible and open. Quintana tells On Wisconsin that getting new “windows into the depths of people’s experience is rewarding.”



## CONNECTING WITH COMMUNITY

to explore new possibilities, engage diverse voices, and improve lives

UW–Madison School of Education faculty, staff, and students are consistently reaching beyond the classroom walls to collaborate with people and organizations across fields as diverse as the arts, health, and education.

These efforts are centered on bringing people together to learn with and from each other — and putting that knowledge to use to push boundaries, effect change, and strengthen communities. It’s what the Wisconsin Idea is all about.



# Where the ‘rubber hits the road’

## Evaluation and policy clinics give graduate students opportunities to build partnerships and connect research to practice

ANNALEE GOOD STARTED her career in education by teaching middle school social studies and civics in rural Spring Green, Wisconsin, more than two decades ago. After three years, she moved west for a two-year stint in a similar position in Hamilton, Montana.

“I fully intended for classroom teaching to be my life, but I also wanted to get my master’s degree and was fortunate to end up here,” Good says of UW–Madison.

Much of her graduate work within the School of Education centered on examining why teachers are rarely involved with the creation of education policy. Good eventually earned both her master’s degree (2008) and Ph.D. (2011) from the Department of Educational Policy Studies.

“After I finished my doctorate, I kind of got sucked in and wanted to remain a part of the university,” says Good, now an assistant scientist with the School of Education’s Wisconsin Center for Education Research (WCER) and the co-director of the Wisconsin Evaluation Collaborative.

Since 2015, she has led both the WCER Evaluation Clinic and the Wisconsin Education Policy, Outreach, and Practice (WEPOP) initiative. The Evaluation Clinic is designed to match graduate students with community partners around Dane County to support small-scale program evaluation needs. WEPOP similarly utilizes doctoral students to work with practicing teachers

to build the skills and tools necessary to better make their voices heard in education policy discussions.

“The two clinics really developed out of my own passion for connecting research and practice — with the goal of engaging diverse voices and making our work matter,” says Good. “It started with my dissertation on why teachers’ voices are generally absent in policymaking. It’s rooted in my interest in the Wisconsin Idea and trying to find more effective ways to link the expertise and services of UW–Madison with community partners.”

Such efforts are also designed to meet the needs of students, typically from the School of Education, who are searching for opportunities to apply the knowledge they are gaining in their graduate programs toward real challenges that matter to the communities UW–Madison serves.

Currently, there are about 25 graduate students engaged with the two clinics, with students working closely with a range of organizations and also meeting as a group biweekly. During these sessions, team members and Good discuss various projects, talk over triumphs and pitfalls, and further develop evaluation and policy skills.

“As a student, you spend much of your time taking classes and reading and learning about theory and how things operate in the abstract,” says Anthony Hernandez, a doctoral candidate with the Department of Educational Policy Studies and a member of





**Gwendolyn Baxley**



**Yasmin Rodriguez-Escutia**



**Annalee Good**



**Laura Chávez-Moreno**

the WCER Evaluation Clinic. “The Evaluation Clinic is this very special place where you learn how the rubber hits the road.”

These opportunities are made possible via strong community relationships, with funding and graduate student support provided by WCER, the School of Education’s Network Fellows program — which connects graduate students to community partners to engage in impactful projects — and additional grant backing.

While opportunities to gain structured, organized, and applied experiences are commonplace in some areas of study — such as medical and law school settings — clinical preparation opportunities are not always prevalent at other institutions for those pursuing graduate work in the education realm.

“Learning how to work with and be of great value to community partners is a skillset,” says Good. “Projects evolve, restrictions are placed, and resources become limited. Your work isn’t theoretical anymore. Learning how to deal with various hurdles and still do amazing work helps prepare our students for after they graduate.”

To partner with the WCER Evaluation Clinic, Good explains that the client must be a not-for-profit or government entity located in Dane County, and the program that’s being evaluated must be education-related, and community- or school-initiated. Partners over the years have included Centro Hispano of Dane County, Wisconsin Public Television, the Urban League of Greater Madison, and the Goodman Community Center, to name only a few.

Gwendolyn Baxley got involved with the Evaluation Clinic about four years ago, not long after starting her Ph.D. work with the Department of Educational Leadership and Policy Analysis. Baxley, who defended her dissertation in June, previously worked on community schooling initiatives as a member of the School of Education’s Network Fellows program.

Baxley explains that community schools affirm the social, emotional, physical, and intellectual well-being of young people and families by providing additional resources to the school and transforming school practices and structures. Community schools, for example, integrate services and practices like restorative justice, critical and culturally responsive pedagogy, health care, food access, tutoring, mentoring, after school programming, and more into school sites and neighborhoods.

During the 2016–17 academic year, the Madison Metropolitan School District (MMSD) launched its first two community schools at Leopold and Mendota elementary. Two more schools — Hawthorne and Lake View elementary — were added as community schools for this past academic year.

MMSD contracted with the Wisconsin Evaluation Collaborative, also located within WCER, to assess its community schools.

“Annalee was fantastic in spending time with us and understanding what our goals are and helping us refine our systems and talk more deeply about data tracking,” says Aronn Peterson, MMSD’s community schools manager.

This past year, during her final year at UW–Madison, Baxley led this evaluation, working closely with MMSD, Good, and other graduate students within the Evaluation Clinic.

Baxley says the clinic is performing a formative, ongoing evaluation of the new community schools program, helping MMSD learn what’s working well, what could be strengthened, and where improvements are needed. The graduate students are in regular contact with school staff and district leaders, while also getting close to community members to gather input from children and parents.

“I’m gaining great experience doing observations, keeping field notes, and conducting interviews that are part of the reports we compile for MMSD,” says Yasmin Rodriguez-Escutia, a fourth-year doctoral student with the Department of Educational Leadership and Policy Analysis, and a member of the WCER Evaluation Clinic.

Peterson says members of the Evaluation Clinic have helped the district see a need to create more robust data tracking systems to better monitor all that’s happening in the community schools. In addition, the many conversations the graduate student evaluators are having with various groups help the community schools “keep the conversation going” in efforts to find success.

“The data and information Annalee and the graduate students are collecting and providing is thorough, detailed, and incredibly important,” says Peterson. “It’s a major factor in helping us make adjustments to our program.”

Similarly, members of the Evaluation Clinic have learned from MMSD leadership about frameworks for implementing community schools based on national standards for operating community schools.

Baxley says this work has helped her understand that it takes more than solid technical and statistical skills to succeed as a researcher and evaluator.

“This project reinforced to me the value of interpersonal skills and how you can only be successful if you learn how to build relationships with schools and families and different stakeholders,” says Baxley. “We, as evaluators, have some areas of expertise but it’s the people on the ground, the parents and the children and school staff, who are living these schooling experiences and really know what’s going on. As a researcher and evaluator, we need to find ways to bring those voices out.”

In particular, Baxley spent part of the past year working with MMSD to help uplift voices of parents of color involved in the community schools.

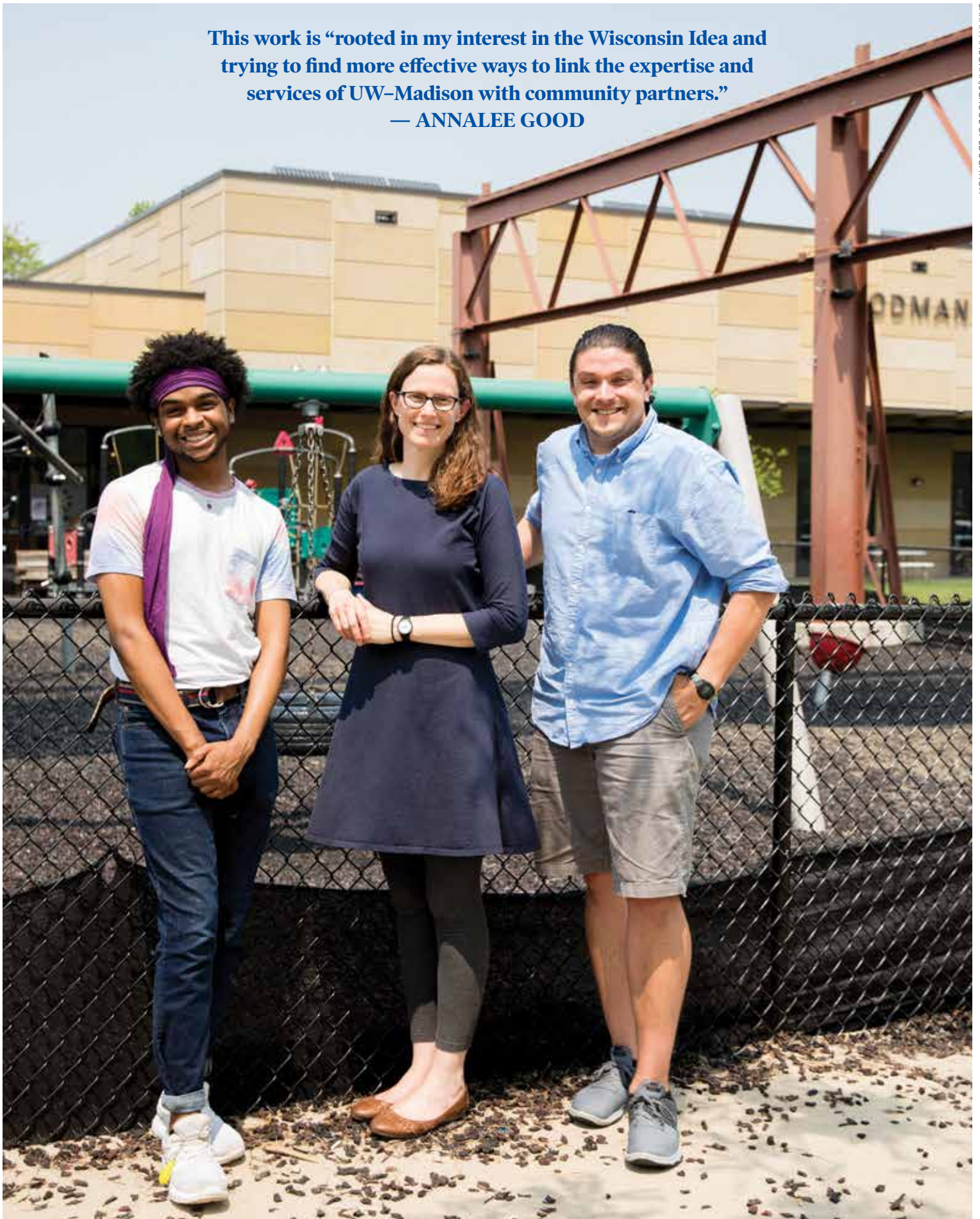
“We need partnerships from around the community to be able to support and elevate this work,” says Peterson. “The resources and knowledge base that UW brings to this project is a key factor in helping us find success.”

Hernandez, the doctoral candidate with the Department of Educational Policy Studies, enjoyed a similar experience over the past two years, when he completed an evaluation of the REAP Food Group’s efforts to deliver free meals over the summer to Madison children. During the summer months, the U.S. Department of Agriculture’s Summer Food Service Program (SFSP) helps provide students living in low-income settings access to free, healthy meals. In Wisconsin, the SFSP is administered by the Department of Public Instruction. And in Madison, MMSD is the main sponsor of SFSP, providing free



**This work is “rooted in my interest in the Wisconsin Idea and trying to find more effective ways to link the expertise and services of UW–Madison with community partners.”**

**— ANNALEE GOOD**



*Annalee Good and JourneyBrown Henderson (left) of the Wisconsin Center for Education Research work on youth-engaged evaluation projects with Zach Watson (right) of the Goodman Community Center in Madison.*



meals and program oversight at nearly 50 sites across the city.

REAP, a local nonprofit that works to build sustainable, local food systems for the entire community, had received a two-year, \$50,000 grant from the Wisconsin Partnership Program to implement a suite of expansion and outreach efforts to increase participation in Madison’s summer meals program. REAP then partnered with the Wisconsin Evaluation Collaborative to assess MMSD’s Summer Food Service Program and the recent improvement efforts via the grant that REAP was awarded.

Hernandez led the evaluation efforts that identified ways in which the SFSP is underutilized. The team examined the challenges participants experienced that contributed to low SFSP participation rates, and looked into ways to improve the program’s effectiveness.

“We were practitioners on farm-to-school efforts, not trained evaluators. So we knew we needed help setting up the evaluation,” says Natasha Smith, who was with REAP at the time of the evaluation’s launch, and who today is director of child nutrition at Project Bread, an anti-hunger organization in Massachusetts. “We utilized the expertise of Anthony and his team to help us design and carry out this assessment.”

Hernandez and his team surveyed children and families at the different sites, conducted in-person interviews, and led several focus groups to gather stories about their experiences with the food program.

By doing more than simply collecting and tracking numbers of participants and meals served, the Evaluation Clinic members learned through their work, for example, that some of the lunches being provided weren’t culturally relevant or palatable to some populations. Not only was food in those instances going to waste, but parents would need to go home and make lunch for their kids.

Although the SFSP program is national, Hernandez says the project he led was one of the first evaluations of the initiative, with the Evaluation Clinic’s work providing valuable insights and data from which future endeavors can build off. Hernandez was able to present the report at the 2018 National Farm to Cafeteria Conference in Cincinnati, Ohio.

Says Hernandez: “I learned so much by listening to the experts — the students and their families, the people in the community centers. We have to table this idea that we work in the academy, so we know more than other people. If you do this work well,



**Anthony Hernandez conducts a survey interview to gather perspectives on the summer food program.**



you can really leverage the resources of the university to benefit populations on the periphery of society. That's part of our larger mission and is the Wisconsin Idea in action."

Graduate students involved with the Wisconsin Education Policy, Outreach, and Practice (WEPOP) initiative receive similarly valuable experiences in putting their knowledge to use. Initially launched in 2014 as Wisconsin Policy, Outreach, and Practice, or WiPOP, this program builds off of Good's longstanding interest in finding ways to help teachers engage in policy discussions.

Today, WEPOP is a university-based partnership with educators that builds Pre-K–12 teachers' capacity around federal, state, and local policy initiatives, while providing spaces for teachers to collaboratively engage with policy issues. WEPOP further fosters ongoing, teacher-directed policy discussions with advocates, policymakers, and researchers.

"My experience at UW–Madison is that the Wisconsin Idea is really something that is lived and practiced and supported in a way that makes this type of work possible," says Laura Chávez-Moreno, who helped launch the policy clinic before earning her Ph.D. from the School of Education's Department of Curriculum and Instruction in the summer of 2018. Chávez-Moreno is currently a postdoctoral scholar at the University of California, Los Angeles' (UCLA) Graduate School of Education and Information Studies.

**T**he graduate students interviewed for this report said that the evaluation and policy clinics played important roles in their growth as scholars and researchers.

Baxley is beginning a one-year postdoctoral position this fall at Teacher's College, Columbia University. She then will begin a position as an assistant professor at the State University of New York–Buffalo. There, she aspires to help the university build out its partnerships with community schools in Buffalo.

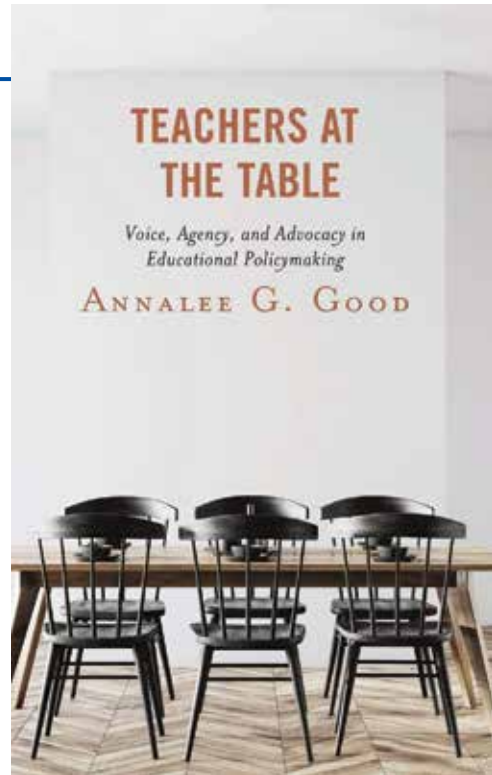
"The Evaluation Clinic is a space to bridge the gap between research and practice," says Baxley. "You learn so much through this process about what it means to do good work with a partner and what it means to use the methods you learn in the academy to understand and seek to address structures in schools. You get to see in real time how your work may help shift practices, structures, and processes within various spaces."

Hernandez, meanwhile, explained how the experience also played an important role in bolstering his leadership skills.

"The project taught me how to take charge — all the while having this safety net of being able to lean back on Annalee and the group for their expert advice," says Hernandez. "I learned how to manage partners and my workload on a large project, how to manage conversations, and how to listen to the experts in the field we are working with."

Moving forward, Hernandez adds he's excited for the chance to explore additional opportunities that can change lives.

"We are being developed as a cohort of researchers that will go and work across different domains," says Hernandez. "But we'll always be connected and I know we're going to collaborate on projects in the future. I see this as being incredibly fruitful in the years to come."



### 'Teachers at the Table' released

As a master's student in educational policy studies at UW–Madison in 2005, the first class Annalee Good took was a course with Mary Metz on the sociology of teaching. And the first paper she wrote pondered why teachers aren't more involved in the creation of education policy.

"Over the years, my graduate studies kept coming back to that structural question about why are teachers' voices absent, for the most part, from these conversations?" says Good.

This past fall, Good authored a new book building off of her dissertation work and ongoing involvement with the Wisconsin Education Policy, Outreach, and Practice (WEPOP) initiative. The book is titled "Teachers at the Table: Voice, Agency, and Advocacy in Educational Policymaking."

Policy reflects and shapes society's beliefs about schools, teachers, children, learning, and society, as well as the power structures embedded in our communities and decision-making processes. If policy is a public response to perceived social problems, it matters who is at the table when the problems are defined, the agendas set, and the policy itself designed.

Good's book is based on the premise that policy matters in education — and teachers matter to policy.



SARAH MAUGHAN/SCHOOL OF EDUCATION (2)



# Wisconsin Idea Seed Grant planted in rural health care facility

*Project connects university's autism experts and graduate students with Gundersen Boscobel Area Hospital and Clinics*

AS JESSICA MUESBECK was working toward her master's degree in occupational therapy, she was searching for additional opportunities to apply the knowledge she was gaining in the classroom and as a member of Assistant Professor Karla Ausderau's research lab.

Thanks to guidance from Ausderau, community connections, and support from the School of Education's Network Fellows program — which connects graduate students to community partners to engage in impactful projects — Muesbeck and the Ausderau Lab were able to begin a collaborative partnership with Gundersen Boscobel Area Hospital and Clinics (GBAHC). The partnership is designed to assist GBAHC in making its health care facilities and emergency department more accessible for children with autism spectrum disorder (ASD) and sensory processing challenges.

Building on this initial work, Muesbeck and Ausderau then received a Baldwin Wisconsin Idea Seed Grant to expand their collaboration to additional rural emergency departments in Wisconsin.

“What really excites me is the chance to work with a rural healthcare facility,” says Muesbeck, who will be graduating in December. “As an OT, we often think of using what we learn in treatment sessions or in schools. But thinking about how to help a child with autism better experience a hospital emergency room gives me a chance to apply what I'm learning in a different type of setting.”

One in 59 children in the U.S. is diagnosed with ASD, and often presents with social-communication deficits, restrictive and repetitive behaviors, and challenges in managing sensory environments. Emergency departments, in particular, present fast-paced, high-stress, and sensory-intensive settings.

Rose Cutting, executive director of Aiming for Acceptance and an autism advocate in southwestern Wisconsin, connected Ausderau with David Hartberg, CEO at GBAHC. Hartberg and his team were looking for ways to make their health care and emergency room settings more comforting and predictable for children with ASD.

In December 2018, the researchers met with a range of stakeholders from GBAHC to learn as much as they could about the facilities and the work being done there. In March 2019, the research team returned to Boscobel, about 75 miles west of Madison, to deliver a presentation to hospital staff about key characteristics of ASD and sensory processing. They went over



**PAGE LEFT:** Assistant Professor Karla Ausderau and Jessica Muesbeck partnered with a hospital in Boscobel, Wisconsin, to help children with autism better experience an emergency room setting. **ABOVE:** Here, the two assemble sensory toolboxes.

challenges and opportunities regarding helping children with ASD in emergency room settings, and discussed strategies and adaptations to make the experience better.

“In a rural health care facility, everyone is asked to know a lot on a variety of different topics,” says Hartberg. “This can be very challenging at times, and so you look for content experts who can help. We have great colleagues and resources across the Gundersen Health System, but it's valuable to have additional support. The relationship we've built with UW–Madison is outstanding because they are the content experts who can fill the gaps where we need a little help.”

This summer, the collaborators will develop guidelines, and provide education support, environmental adaptations, and sensory toolboxes for working with children with ASD and sensory processing challenges in the health care setting.

Gundersen Boscobel Area Hospital and Clinics is the pilot partner in this grant-funded initiative, and after outcomes are measured with input from families, community stakeholders, and hospital staff, the goal is to expand this initiative to three additional rural health care emergency rooms.

“Working in partnership with Gundersen Boscobel, our lab will gain important insights into how we can think about better serving children with autism moving forward,” says Ausderau.

# Black Arts Matter F

## Undergraduate Lighteard launches multidisciplinary festival to celebrate black

ASK SHASPARAY LIGHTEARD how she came to organize Madison's first Black Arts Matter Festival this past March, and the junior from Austin, Texas, laughs.

"It's kind of complicated," says Lighteard, who is double majoring in theatre and drama, and Afro-American studies at UW–Madison.

After taking a theater production management course through the School of Education's Department of Theatre and Drama during the 2018 spring semester, Lighteard explains that she was curious about utilizing what she had learned.

"Audrey Wax was great at teaching us what it takes to produce a show — from how to budget and work as a team, to what steps need to be taken to make things happen," Lighteard says of the senior lecturer who leads the class. "I learn best from doing, so I wanted to try things out."

At that time, Lighteard was also a member of The Studio, a creative arts community housed in Sellery Residence Hall. Students were being encouraged to apply for The Studio Creative Arts Awards, one of which provides a \$500 grant to lead a service project.

"It was a really basic application, so I thought it would be a great opportunity to learn how to apply for a grant," says Lighteard, who came to UW–Madison as a highly ranked slam poet on a First Wave Urban Arts scholarship.

When considering what type of project to propose, Lighteard was reflecting on her past year in Wisconsin, which "had its ups and downs." She explains how, as a black artist, she felt both "hyper-visible" and "invisible." During the previous year, Lighteard and Colleen Conroy, an assistant professor of acting and voice with the Department of Theatre and Drama, had several conversations about how to bring more diverse voices to the department, and how to better connect the campus to the community.

Lighteard initially envisioned a two-day festival that could help black artists in Madison gain a stronger sense of community — something she missed from her experiences in Austin.

"I really didn't think I'd win," Lighteard says of her proposal. "I just wanted feedback on my application."

But then she received an email in April 2018: "Congratulations! ... We look forward to your project." Lighteard had secured a \$500 Studio Creative Arts Award, funded through the Division of University Housing and the Arts Institute.

Despite this unusual, winding path and modest early backing, Lighteard was able to bring in key collaborators over the coming months and secure additional support and funding en route to unveiling Madison's inaugural Black Arts Matter Festival, a weeklong event that ran March 3–9 around the area.

"Sometimes people don't see the value of the arts or under-

stand its importance," says Conroy, who supported Lighteard in her efforts to pull together and carry out the festival. "But I was beaming with pride because the events Shasparay pulled together were fabulous and impactful. She saw a need in wanting a stronger sense of community among black artists and she made it happen."

The festival, which was free and open to the public, featured artists from a range of fields — including theater, dance, film, and spoken word. It started with Kathie Rasmussen Women's Theater's production of Alice Childress' play, "Trouble in Mind," at Madison's Bartell Theatre March 3. Next was an art exhibit and panel discussion examining Madison's black arts scene held at UW–Madison's Multicultural Student Center Lounge. And March 6–9 featured: a one-person, choreographed poetry performance at Edgewood College showcasing Boston-based artist Porsha Olayiwola; a film screening at the Madison Central Library of Spike Lee's 2000 film "Bamboozled"; and a two-day poetry slam competition featuring performers from across the nation, again at the Central Library.

"The poetry slam had this mix of poets from both coasts and the Midwest, and the way people came together in the space was really powerful," says Carlee Latimer, an assistant coordinator for the Madison Public Library's Bubbler program who helped Lighteard with programming at the library. "It felt like a community sprang up in Madison and it was this hub of incredible talent and energy."

"What stood out to me is the Madison community really showed up in big ways," says Lighteard. "I was worried the name of the festival or the ideas we were presenting would turn people off. Most of the people who attended were white and who I hadn't had a past connection to. Seeing a room full of people who could have been uncomfortable with the subject matter listening and supporting black artists was very encouraging to me and several of the artists who participated."

To pull together this major event, Lighteard secured additional funding via a range of sources, including the UW–Madison Office of Multicultural Arts Initiatives (via its Line Breaks Festival and First Wave program), the university's Center for the Humanities (via its HEX-U program), UW–Madison's Black Cultural Center, and The Studio. In addition, the Madison Public Library secured additional funding from the Madison Public Library Foundation for the event and contributed event space and support staff, while Edgewood College hosted Olayiwola's performance.

Behind the scenes, Lighteard leaned heavily on Conroy, Wax, and Sarah Marty, who teaches arts entrepreneurship for the Wisconsin School of Business and is a faculty affiliate with the UW–Madison Arts Institute. Recent UW–Madison alum



# estival

## artists and build community

Wesley Korpela, who majored in creative writing and theatre, was the festival's technology adviser and Liqi Sheng, who is pursuing an undergraduate degree from the School of Education's Art Department, led graphic design efforts.

But Lighteard took care of much of the legwork in securing venues and caterers, planning programming, and managing publicity.

"It ended up being a lot of work, but it was worth it," says Lighteard, who in the week leading up to the Black Arts Matter Festival was playing one of Cinderella's stepsisters in the joint University Theatre/University Opera production of "Into the Woods."

Before she could catch her breath at the conclusion of the festival, Lighteard was inundated with people asking about next year's event.

Latimer says that when Lighteard was thanking people who participated in the festival as the poetry slam competition was wrapping up, someone in the audience shouted out, "How can we get this to happen again?"

"It wasn't even over yet," said Latimer. "But people were energized and engaging. And then the next person shouted, 'How can we help you?' It was awesome."

Adds Conroy: "It feels like this was just a start and we'd love to keep the momentum going and make an even bigger mark in Madison next year."

When asked if the festival will, indeed, continue, Lighteard says: "If the community wants it to happen, then, yes. But it's bigger than just me and we have to figure out what it'll look like."



## Baldrige authors ‘Reclaiming Community’

Bianca Baldrige, a sociologist of education and an assistant professor with the Department of Educational Policy Studies, is the author of a newly released book, “Reclaiming Community: Race and the Uncertain Future of Youth Work.”

The Los Angeles native explains that since a relatively young age, she knew that she wanted to be an educator — but not in a traditional classroom setting.

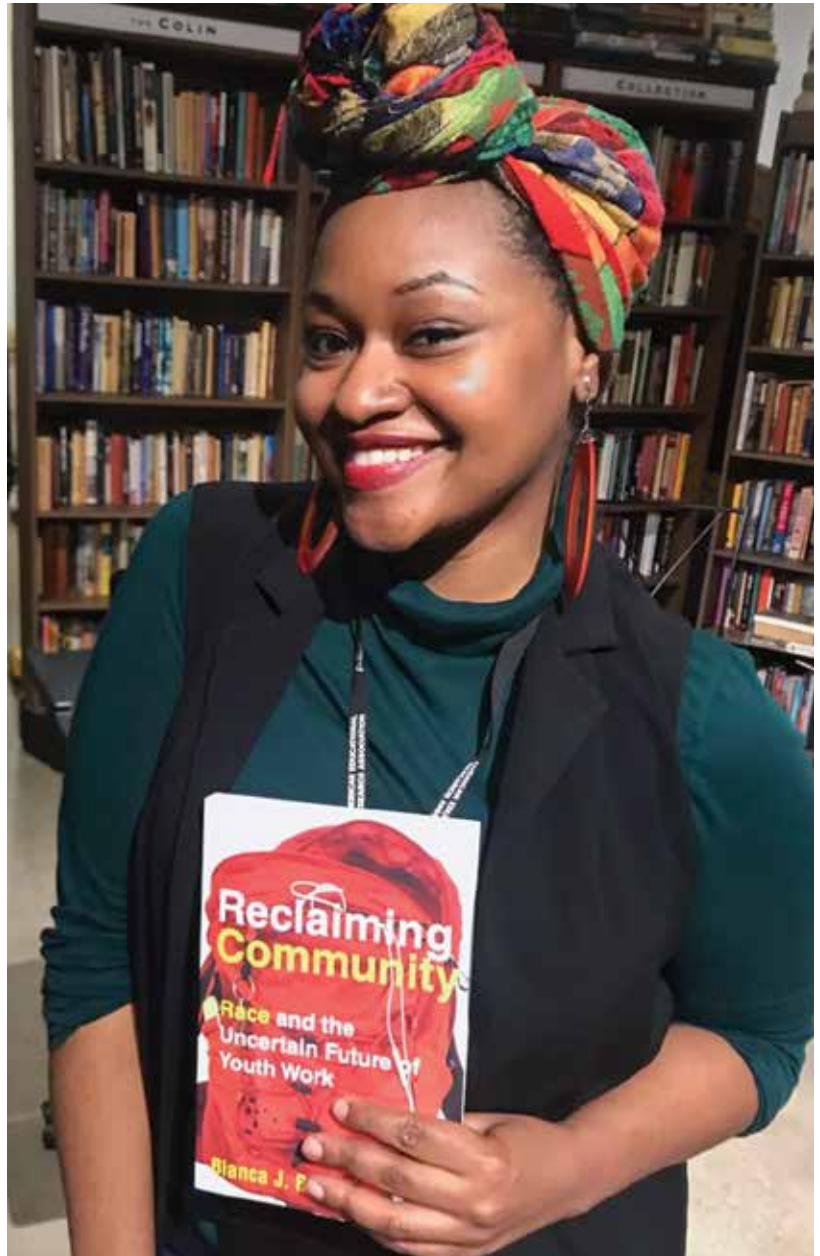
“I’ve always liked the idea that learning can take place in different settings, and after-school programs offer the freedom to teach and get involved with young people in different ways,” says Baldrige, who taught middle schoolers in after-school and community-based programs as a high schooler, and who then taught high schoolers in similar settings while studying at the University of California–Berkeley as an undergraduate.

Today, it’s estimated that 2.4 million black youth in the U.S. are participating in after-school programs offering a range of supports.

Baldrige’s new book centers on the work of a community based program, Education Excellence (EE). A preview of the book explains how this work shines a light “on both the invaluable role youth workers play in these spaces and the precarious context in which such programs now exist.”

The preview adds: “Baldrige captures the stories of loss and resistance within this context of immense external political pressure, arguing powerfully for the damage caused when the same structural violence that black youth experience in school, starts to occur in the places they go to escape.”

“Community-based spaces offer so much potential,” says Baldrige. “Like any institution, there are deep connections between race, class, and power that can exacerbate harm. My hope is that by working with, and highlighting the voices of, community-based educators, we can lift up their efforts and have people start taking more seriously the important work they do.”



Baldrige in January received two significant honors from UW–Madison. She was one of 10 faculty members from across campus chosen to receive a 2019 Distinguished Teaching Award. These honors have been given out since 1953 to recognize the university’s finest educators. Baldrige that same month learned she was receiving an Outstanding Women of Color award from UW–Madison. The award recognizes women of color who are invested in improving the Madison community.



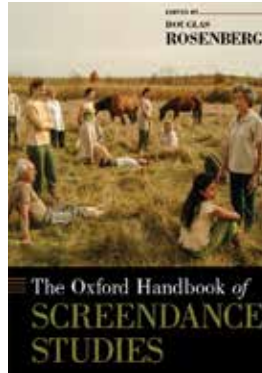
# SCHOOL OF EDUCATION BOOKSHELF



*Douglas Rosenberg*

Professor **Douglas Rosenberg**, who edited the 2016 publication, “The Oxford Handbook of Screen Dance Studies,” is receiving the prestigious 2018 Oscar G. Brockett Book Prize for Dance Research. The prize, from the Dance Studies Association, is awarded to the best book in dance published during the previous three calendar years. Rosenberg chairs the Art Department.

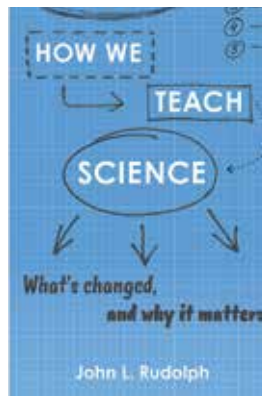
A recent book from **Andrea Harris**, “Making Ballet American: Modernism Before and Beyond Balanchine,” was named a Choice Outstanding Academic Title for 2018. Harris is a dance historian and certified movement analyst who is an associate professor with the Dance Department.



*Andrea Harris*

A fourth edition of **Michael Apple**’s award-winning “Ideology and Curriculum” was released earlier this year, on the 40th anniversary of its initial release in 1979. Apple is the John Bascom Professor Emeritus of Curriculum and Instruction and Educational Policy Studies with the School of Education.

Why teach science? The answer to that question will determine how it is taught. Despite the enduring belief that science should be taught, there has been no consensus about how or why. This is especially true when it comes to teaching scientific process. In his new book, “How We Teach Science: What’s Changed and Why it Matters,” Professor **John Rudolph** shows that how we think about and teach science will either sustain or thwart future innovation, and ultimately determine how science is perceived and received by the public. Rudolph chairs the Department of Curriculum and Instruction, and is a faculty affiliate of the Holtz Center for Science and Technology Studies. His research focuses on the practice and history of science education in high schools.



## Dean Hess elected to National Academy of Education

**Diana Hess** is one of 16 leading researchers and educators from across the globe to be elected to membership in the National Academy of Education (NAEd) this year.

Hess serves as dean of the School of Education and holds the Karen A. Falk Distinguished Chair of Education.

*“I am honored to be elected to the National Academy of Education,” Hess said in November. “I have such respect for the important work that the National Academy of Education does – and am especially pleased to be part of a new project on Civic Reasoning, Debate, and Discourse.”*

The NAEd advances high-quality education research and its use in policy and practice. The academy consists of U.S. members and foreign associates who are elected on the basis of outstanding scholarship related to education. Nominations are submitted by individual academy members once a year for review and election by the organization’s membership.

Much of Hess’ award-winning research centers on examining how teachers engage their students in discussions of highly controversial political and constitutional issues. This work, which Hess started more than two decades ago, also investigates the impact this approach to civic education has on what young people learn.

## Evaluation tool for Wisconsin districts unveiled

Through a contract with the Wisconsin Department of Public Instruction (DPI), experts with UW–Madison developed an evaluation toolkit that schools and districts can now use to make sure their state-required academic and career planning (ACP) for students is effective.

The free guidance, live online via the state DPI website ([dpi.wi.gov](http://dpi.wi.gov)), is aimed at helping district and school leaders systematically assess the effectiveness of their ACP plans, which are required to be in place for every student in grades 6–12 under a state law.

ACP programs are intended to get students thinking sooner about what they're good at and what they might want to do after high school or college, using a variety of delivery methods such as course content, job shadowing, counseling, internships, and more.

While the state provided resources to help districts create and implement their ACP plans, little attention was paid to encouraging districts to regularly examine whether those plans result in expected student outcomes.

So additional guidance on evaluation was needed, says researcher **Robin Worth**, who led the team at the Wisconsin Evaluation Collaborative (WEC) that created the ACP Program Evaluation Toolkit at DPI's behest. WEC is housed within the School of Education's Wisconsin Center for Education Research.

**Robin Kroyer-Kubicek**, DPI's ACP implementation co-lead, says WEC has been a great partner and continues to support DPI through this tool and through the annual ACP evaluation.



## Public talk, reception honors Ladson-Billings

The School of Education hosted a public talk and reception on March 21 to honor the groundbreaking work and celebrate the remarkable career of **Gloria Ladson-Billings**.

The evening was dedicated to putting a spotlight on her legacy while also getting a glimpse into how Ladson-Billings plans to utilize her role as president of the National Academy of Education (NAEd) to tackle challenges and find new ways to bring insights from education research and practice to bear on different domains.

Ladson-Billings delivered a talk titled “Dreaming in Public: Renewing the Commitment to Education for Democracy.” The renowned scholar, who has helped change the way teachers teach, is perhaps best known for her 1994 book “The Dreamkeepers: Successful Teachers of African American Children.”

After spending more than 26 years as a faculty member on the UW–Madison campus, Ladson-Billings officially retired from her post as the Kellner Family Distinguished Chair in Urban Education on Jan. 4, 2018, so she could focus her efforts on serving as the new NAEd president.

“Dr. Gloria Ladson-Billings is a model of how thoughtful, rigorous scholarship and dedication to community come together to create a career and life of maximum impact,” says UW–Madison’s **Erika Bullock**, an assistant professor with the Department of Curriculum and Instruction who helped organize the event. “Her life is a picture of what it means to pursue every curiosity and to maximize every moment.”


During her time at UW–Madison, Ladson-Billings served as an advisor for 53 doctoral students, including 21 African American women. Many of her former students have gone on to become professors or teachers, passing on her lessons.

“I think we all hope to leave some kind of legacy, whether it’s through our work, or our family or our activism or relationship with others,” said School of Education Dean **Diana Hess**. “We want to have an impact that lasts. Very few of us can match Gloria’s legacy. We are different, we are better because of Gloria and that is part of her legacy.”



ACCORDING TO U.S. NEWS & WORLD REPORT'S 2020 BEST GRADUATE SCHOOL RANKINGS

UW-MADISON **SCHOOL OF EDUCATION** is ranked



**#1** Public School of Education  
(TIED WITH UCLA)

RANKED NO. 3 AMONG **ALL** SCHOOLS OF EDUCATION  
(TIED WITH UCLA & STANFORD)

**Home to these highly ranked specialty programs:**

- #1** Rehabilitation Counseling
- #2** Curriculum & Instruction
- #2** Educational Administration & Supervision
- #2** Educational Psychology
- #3** Education Policy
- #3** Student Counseling & Personnel Services
- #4** Elementary Education
- #5** Secondary Education
- #8** Special Education

## UW-Madison ties for No. 1 ranking among public schools of education

The UW-Madison School of Education and many of its programs continue to be recognized as being among the very best in the nation.

U.S. News & World Report released its 2020 Best Education Graduate Schools rankings on March 12, and UW-Madison is home to the highest-rated public school of education in the nation, a distinction it is sharing this year with the University of California-Los Angeles.

UW-Madison's School of Education is No. 3 overall, trailing only Ivy League privates Harvard University and the University of Pennsylvania. UW-Madison, UCLA, and Stanford University all tied for the No. 3 spot.

"While these rankings are but one

measure, they are special because they recognize the collective contributions of our many talented and dedicated faculty and staff," says School of Education Dean **Diana Hess**. "The depth of our highly regarded programs is a great strength of ours."

In addition to this overall rank, UW-Madison's School of Education this year is also home to nine specialty programs ranked among the top 10 in the nation — including the No. 1-ranked program in rehabilitation counseling, which is housed within the Department of Rehabilitation Psychology and Special Education.

Not all graduate specialty programs are ranked by U.S. News & World Report each year.

## AROUND THE SCHOOL



**John Diamond**, a sociologist of education, was named the Kellner Family Distinguished Chair in Urban Education with the Department of Educational Leadership and Policy Analysis. Diamond, who also is a faculty affiliate with the departments of Afro-American Studies and Educational Policy Studies, researches the relationship between social inequality and educational opportunity.

**Malachy Bishop** was working toward his doctorate in rehabilitation psychology at UW-Madison in the late 1990s, when his advisor was Professor **Norm Berven**. This past fall, Bishop joined the Department of Rehabilitation Psychology and Special Education as a faculty member. And as part of his offer to return to the university, Bishop was awarded a named professorship — the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology.

**Jin-Wen Yu** is receiving the Hilldale Award in the Arts and Humanities for the 2018-19 academic year. Given annually at UW-Madison since 1986-87, the Hilldale Awards recognize distinguished contributions to teaching, research, and service. Yu is a faculty member with the Dance Department.

## GRAND CHALLENGES: SEED GRANTS

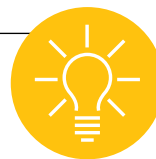
The School of Education's Grand Challenges initiative, which aims to ignite cross-disciplinary innovation, spent much of the 2018-19 academic year focusing on a new Seed Grants competition.

The project launched with a request for proposals in November 2018, with three competitions — one in the arts, one in health, and one in education. It concluded with winners of these \$75,000 awards being announced in late May.

For much of the spring semester, the Grand Challenges team worked with scholars to pull together interdisciplinary,

creative, and impactful Seed Grant proposals that could address critical issues across the arts, health, and education.

Seed Grants are intended to enable teams to grow an audacious idea — which could take the form of a pilot or stand-alone project. The scale of these projects could be local, state, national, or international, with Grand Challenges supporting three projects in each of the three areas (the arts, health and education) — for a total of nine Seed Grants awarded in all.



Faculty and staff from across UW–Madison’s School of Education are routinely quoted or make their voices heard in newspapers, magazines, and online news media outlets. Similarly, these experts are often interviewed and showcased on a range of local, national, and international radio and television news reports. Over the past year, there have been more than 100 School of Education-related media mentions.



## Moeller’s ‘ghost statistic’ essay published by The New Yorker

An essay from **Kathryn Moeller** that examines one of the most powerful statistics on girls and women in the world — and how it creates racialized stories and distorted development interventions — was published by The New Yorker in January.

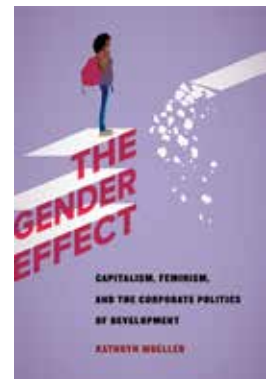
Moeller is an assistant professor with the Department of Educational Policy Studies and the author of the 2018 book “The Gender Effect: Capitalism, Feminism, and the Corporate Politics of Development.”

In the essay headlined “The Ghost Statistic that Haunts Women’s Empowerment,” Moeller explains she had heard and read repeatedly how the world would look different with greater investments in girls and women. These arguments utilized an often-cited statistic that women spend 90 percent of their income on their children; with men spending only 30 to 40 percent.

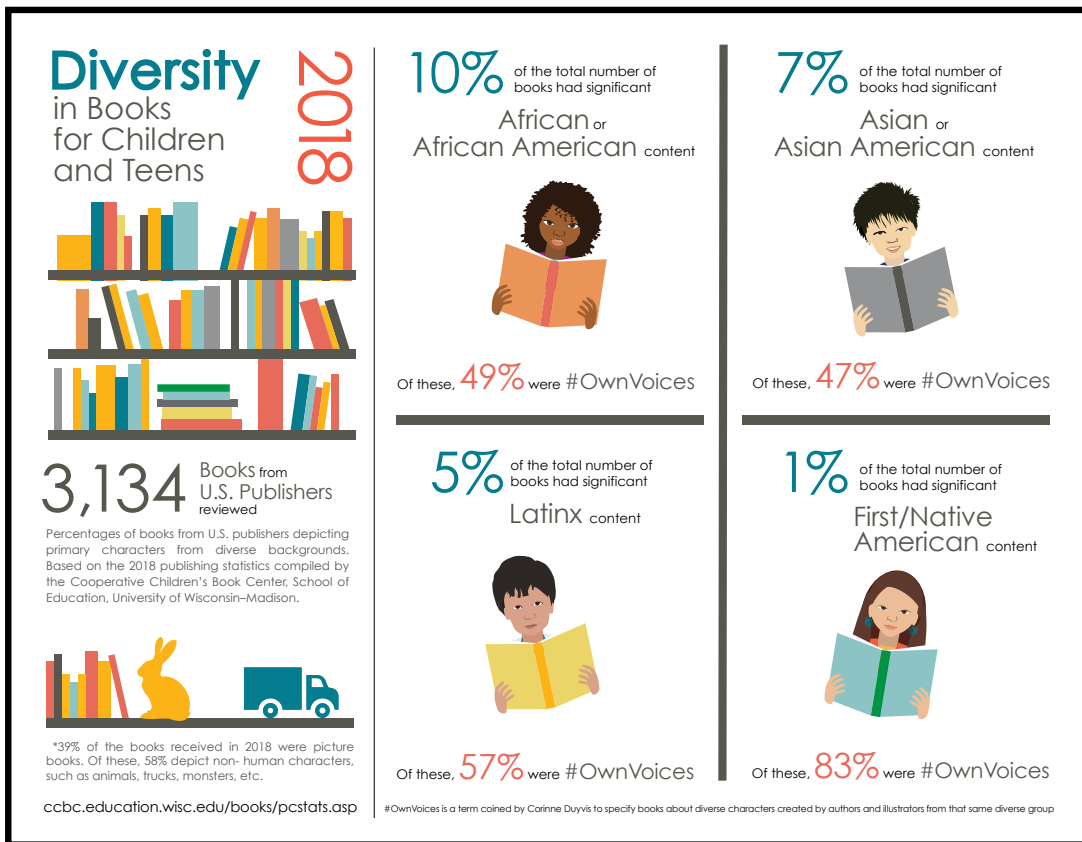
Moeller writes: “Over the years, I came across this statistic, again and again, on the websites and in the policy documents of the most powerful global development organizations, including the World Bank and United Nations agencies. It is often cited as the key piece of evidence that investing in poor girls and women in Asia, Africa, and Latin America creates a high rate of return. They will supposedly marry later and delay childbearing, and, in doing so, generate economic development, limit population growth, educate their children, improve children’s and women’s health, conserve environmental resources, and control the spread of HIV.”

One problem: Moeller explains how she never was able to locate the source of this “ghost statistic.”

Yet, as Moeller writes: “Even when quantitative data are valid, they often produce very limited understandings of the complex realities of girls and women’s lives and the conditions that produce poverty and inequality. ... Development policies need to address the underlying conditions that produce poverty and inequality. These include unfair global trade policies, insufficient labor and environmental regulations, and systems of corporate taxation that leave poor countries without the resources necessary to invest in agriculture, education, health, and infrastructure.”







*“This year for the first time, we are seeing an increase in the number of books about African-Americans and Latinos that are actually being created by authors and illustrators from those two groups.”*

## NBC spotlights CCBC’s research on diversity in children’s books

NBCNews.com in March utilized research conducted by the Cooperative Children’s Book Center (CCBC) to showcase the dearth of diversity in children’s books.

The CCBC, a library housed within the School of Education, publishes an annual report tracking the number of children’s books by and about people of color, and from First/Native Nations.

NBC News reports: “A 2018 survey by the Cooperative Children’s Book Center at the University of Wisconsin–Madison found that out of the 3,703 children’s books they received, 778 were written by people of color and 1,014 were about people of color. **Kathleen T. Horning**, director of

the center, has been tracking these statistics since 1985 and said that in the last two years, there have been ‘small, but steady gains’ — about 5 percent — in both African-American and Latino books. There has been a small decrease in books by and about Native Americans.”

“This year for the first time, we are seeing an increase in the number of books about African-Americans and Latinos that are actually being created by authors and illustrators from those two groups,” Horning tells NBC News. “Publishers are clearly responding to the public demand for more diversity in books for children and teens.”

## IN OTHER REPORTS



In January, Kappan magazine looked back at its most popular stories — as determined by readers — for the previous year. And checking in at No. 2 is a Feb. 26, 2018, Under the Law column from **Julie Underwood** titled “School uniforms, dress codes, and free expression: What’s the balance?” Underwood is the School of Education’s Susan Engleiter Professor of Education Law, Policy and Practice.



In January, the Baraboo News Republic reported: “Researchers at the University of Wisconsin–Madison are looking to school districts such as Baraboo for insight into what it’s like to teach in rural areas and how to better connect university graduates to those schools.” The article explains how the Wisconsin Center for Education Research (WCER) started a “Teacher Speakout!” program in 2016 to better connect rural educators and university researchers.



## Darke featured on PBS' 'Craft in America'

Chloe Darke, who earned her master of fine arts degree from UW–Madison in May, was featured earlier this year on the PBS series “Craft in America.”

The craft of silversmithing existed in New England even before America’s most patriotic silversmith, Paul Revere, made his famous ride. Old Newbury Crafters in Amesbury, Massachusetts, the program explains, was one of the best at the time.

Fourteen generations later, it is now in the capable hands of Darke, a metal artist who is fascinated by the traditional ways of making things.

“Craft in America” reports how she “leads the company in hand-forging extraordinary objects and declares ‘there’s a rebirth of craft for people in my generation who are interested in traditional ways of making things.’”

## Education Week showcases Halverson’s personalized learning expertise

Education Week’s “Digital Education” blog in April connected with **Richard Halverson** to examine his work in the realm of personalized learning.

The report focused on five questions K-12 leaders should be asking when it comes to personalized learning. Halverson, the School of Education’s associate dean for innovation, outreach, and partnerships, has spent the last few years observing personal learning in action at public schools.

The first question addresses the tricky balance of learner outcomes and learner interests, with Halverson noting that recent policy puts pressure on learner outcomes — but there also needs to be a larger focus on how to get students more interested in their own learning.

Halverson then tells Education Week it’s important to ask who is creating the learning pathways that students are expected to follow. Some schools focus on standards-based performance, and others focus on what students care about. Halverson tells Education Week that there are tradeoffs with both approaches, leading schools to test hybrid models.

The third component is building relationships that support students in following a given learning pathway. Halverson says interpersonal contact between students and teachers is at the heart of learning-science-inspired personalized learning.

Halverson, who is also a professor

with the Department of Educational Leadership and Policy Analysis, and the director of the Wisconsin Collaborative Education Research Network (The Network), adds it’s also important to examine to what extent is the learning being grounded in real-world activities. And the fifth question centers on how to put different technologies together to meet these needs and achieve the goals. Until student-relations management systems are better developed, he notes “it’s going to be a messy, ad-hoc process.”

*“All students live in families, cultures, communities. Anchoring learning in those resources that young people bring to school makes the learning come alive.”*



## IN OTHER REPORTS



Artimage.org compiled “2018’s top art stories” list in late December, and one of those reports showcases the work of **Faisal Abdu’Allah**, an associate professor with the Art Department. Artimage interviewed Abdu’Allah in February 2018 to ask him about his exhibition “The Duppy Conqueror & Other Works.” Abdu’Allah tells Artimage that the art showcases his alter ego named the Duppy Conqueror, who is a spirit that highlights social inequities.



In February, School of Education Dean **Diana Hess** spoke with Wisconsin Public Radio for a report examining the challenges that prevent some from entering the field of teaching — and that keep others from staying.





## Swiss Public Radio's 'Tout un Monde' interviews Rudolph

**John Rudolph** was interviewed Jan. 4 for a segment on Swiss Public Radio's "Tout un Monde" program to talk about historical trends in education in the United States.

Rudolph, who is chair of the School of Education's Department of Curriculum and Instruction, discussed the changing pedagogical trends in American schools as they transitioned from rote learning in the 19th century to more progressive practices in the early 20th century.

He also talked about some of the differences between public education in Europe and the United States, noting that education in Europe tends to be more highly centralized, often directed from a central Ministry of Education. He explained that in the U.S., education is more decentralized, controlled by individual states and local school boards, each of which has its own authority to make decisions about curriculum, teaching, and so on.

"Tout un Monde" is a French-language program that is broadcast by Swiss Public Radio each morning.

## ScienceNews examines robots and reading research

In February, ScienceNews posted a report headlined: "Robots are becoming classroom tutors. But will they make the grade?"

The report makes note of innovative work being conducted by UW-Madison's **Joseph Michaelis**, who earned his Ph.D. from the Department of Educational Psychology in May.

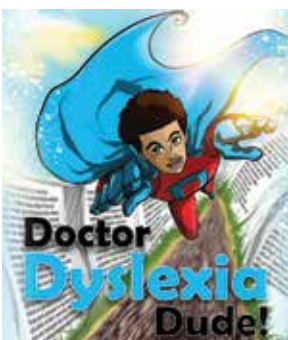
ScienceNews shares recent developments in educational robots, explaining that children will chat with, listen to, and otherwise treat robots as social beings. Although these robots aren't intended to replace human teachers, these educational robots are potentially able to provide students with one-on-one attention that could help students with special needs or different learning capabilities.

While these robots are already becoming popular in China and Japan, the U.S. is still in the experimental phase, with researchers developing and testing educational robots.



As one example, ScienceNews describes Minnie, a robot designed by Michaelis and UW-Madison associate professor and roboticist **Bilge Mutlu**. Minnie is designed to make schoolwork fun and support children's reading. Minnie comments on a book as the child reads aloud, shows emotional responses to stories, and summarizes plot points to support reading comprehension.

ScienceNews reports how the team randomly assigned 24 students ages 10 to 12 to either two weeks of reading aloud by themselves or with Minnie. Based on the students' reviews of the activity, they concluded that the students working with Minnie were more motivated to read than those who weren't.



Madison365.com celebrated a graphic novel – "Doctor Dyslexia Dude!" – co-authored by **Shawn Anthony Robinson**, a senior research associate with Wisconsin's Equity and Inclusion Laboratory. The hero in this work is a black male with dyslexia. Robinson's research has a particular emphasis on African American males and individuals with dyslexia, which stems from his lived experience as a black male with dyslexia.



Runner's World Magazine featured the expertise of **Jill Barnes** in separate reports in January and February. Barnes, an assistant professor with the School of Education's Department of Kinesiology, researches the regulation of blood flow and blood pressure in humans, and how this changes with aging and exercise. She has published more than 50 peer-reviewed articles on these topics and oversees the Barnes Lab.

## Wei LAB, Nehemiah examining ways to reduce health disparities in African-American communities

Wisconsin's Equity and Inclusion Laboratory (Wei LAB), led by UW–Madison's Jerlando F.L. Jackson, is serving as the academic partner for a new initiative designed to improve health and health equity across Dane County.

The project — in collaboration with Nehemiah Community Development Corporation, Inc. — was selected this past fall to receive \$1 million in funding through a Community Impact Grant via the Wisconsin Partnership Program.

Nehemiah will use the grant to expand its Justified Anger initiative through a new program called "Reducing Health Inequity through Promotion of Social Connection." These efforts focus on reducing disparities in overall health among African Americans by addressing implicit and structural racism.

African Americans in Wisconsin have lower health outcomes than their white neighbors, due in part to the powerful influence of their social and community context. These health inequalities include higher rates of heart disease, high blood pressure, premature births, and maternal deaths. To address these health disparities, Nehemiah has been piloting a program designed to strengthen existing social and professional networks for African Americans.

This grant will implement a three-tiered approach that will involve education and training for grassroots African-American neighborhood leaders and professionals, and white allies through Justified Anger's Black History for a New Day program. The team will facilitate cross-cultural interactions with mentorship support that will result

in building and strengthening social networks within each community. The efforts will help participants identify opportunities for collaborative action.

The Wei LAB, housed in the School of Education's Wisconsin Center for Education Research, is responsible for managing the research and evaluation of these interventions.

"For the most part, the Wei LAB has been a resource globally supporting disenfranchised communities," says Jackson, a Vilas Distinguished Professor of Higher Education and chair of the Department of Educational Leadership and Policy Analysis. "I am delighted to finally have a project that is local with so much potential to make a difference in Dane County."

The Wisconsin Partnership Program is part of the University of Wisconsin School of Medicine and Public Health. This year, the program awarded four projects with grants each totaling \$1 million over five years to support large-scale, evidence-based, community-academic partnerships aimed at achieving sustainable systems changes to improve health equity in Wisconsin.





## Graue part of team advancing in Alliance for the American Dream contest

Five proposals from across the country, including one that's utilizing the expertise of UW–Madison's **Elizabeth Graue**, are advancing to the final round of the Alliance for the American Dream competition, where they will vie for potential investment.

In January, members of the Alliance for the American Dream convened in Phoenix for a pitch competition that included 12 teams from four universities — Arizona State, Ohio State, the University of Utah, and UW–Madison. A panel of experts selected five teams to advance in the competition.

Graue and her colleagues are part of the “We Care for Dane Kids” initiative, which utilizes a multi-pronged approach to transform the early childhood and after school care sectors. The proposal would supplement income for workers and child care costs, reduce expenses for facilities, and create a child care benefit program.

“The collaboration around a very real problem has made this competition so exciting,” says Graue, the Sorenson Professor with the Department of Curriculum and Instruction, and the director of the Center for Research on Early Childhood Education. “Finding ways to address the broken child-care system has reinforced for us that even though it's complex, there are ways to solve it if you think outside the box and push past barriers.”



*“Finding ways to address the broken child-care system has reinforced for us that even though it is complex, there are ways to solve it if you think outside the box and push past typical barriers.”*

Partners on this project include the Wisconsin Early Childhood Association, Reach Dane, Satellite Family Child Care Systems, the UW–Madison School of Social Work, the City of Madison, Madison Out-of-School Time, and TASC.

Finalists will compete for funding this summer to implement their ideas. The Alliance, known locally as DreamUp WI, is sponsored by Schmidt Futures. DreamUp WI is a partnership between UW–Madison and the community, and is tasked with generating ideas to increase the net income of 10,000 Dane County families by 10 percent by 2020.

## MAKING EDUCATION ‘RELEVANT’ TO MARGINALIZED YOUTH



**Nancy Kendall** is part of a research team that received a \$1 million Lyle Spencer Award from the Spencer Foundation for a mixed-method study designed to examine the practices, consequences, and relevancy of secondary education around the world.

With co-principal investigators from Michigan State and Claremont Graduate University, the researchers will examine what factors make secondary education “relevant” to marginalized youth. They will

conduct surveys and ethnographic fieldwork in Colombia, India, and Malawi, with the goal of better grasping the experiences, needs, and aspirations of this population in secondary school.

Kendall, who chairs the Department of Educational Policy Studies, explains that the team's aim is to produce findings that can help restructure global policy-making and practice to respond to marginalized youth's experiences, needs, and hopes for secondary school.

## School introduces new health promotion and health equity degree program



The University of Wisconsin System's Board of Regents voted Feb. 8 to approve a new undergraduate degree program at UW–Madison in health promotion and health equity.

The program responds to student interest and employer demand for health-related expertise and health education careers.

The bachelor of science in health promotion and health equity (HPHE) is housed in the School of Education's Department of Kinesiology. The program will be run in collaboration with two other units within the School, the Department of Counseling Psychology, and the Department of Rehabilitation Psychology and Special Education.

“Our collaboration with the departments of Counseling Psychology, and Rehabilitation Psychology and Special Education will allow us to offer students a holistic exposure to health education,” says Professor **Gary Diffie**, who chairs the Department of Kinesiology.

This new major launches in September and the coursework will help prepare students for emerging career opportunities as health educators within non-profit community health organizations, insurance companies, hospitals, mental health centers, senior care centers, home visitation programs, and governmental health offices.



SARAH MAUGHAN/SCHOOL OF EDUCATION

Nicholas Hillman

**Bucky's Tuition Promise covered tuition and segregated fees for nearly 800 STUDENTS from Wisconsin last year**

## SSTAR Lab launches

### Student outcomes data crunchers brought into UW-Madison's financial aid office

With concerns over student debt, college affordability, and access to higher education garnering increasing attention since the Great Recession of a decade ago, there has been a growing community of researchers examining issues related to financial aid.

Yet much of the work being done in this realm isn't closely linked to financial aid offices and practitioners on the front lines who are working with students and their families on a consistent basis.

"People who work in financial aid offices understand a range of policy, compliance, and regulatory issues," says UW-Madison's Nicholas Hillman, an associate professor with the Department of Educational Leadership and Policy Analysis. "As a researcher, if you don't have insight into how financial aid works in a real-world setting, it's going to have less of a practical impact."

In an effort to conduct more meaningful research in this field, UW-Madison launched the Student Success Through Applied Research (SSTAR) Lab and housed it within the university's Office of Student Financial Aid. The lab is led by Hillman, who says he isn't aware of any other lab that's developing such a partnership with a financial aid unit.

The SSTAR Lab's mission is to use research to guide, support, and partner with practitioners whose work aims to improve opportunities and outcomes for current and future college students.

"Having our team so closely engaged with the

academic and research enterprise is not only exciting for our team, but we believe it is critical in pushing forward solutions to institutional, state, and national issues related to higher education and access," says Derek Kindler, UW-Madison's director of student financial aid.

The SSTAR Lab and Office of Student Financial Aid can already point to one major success with the unveiling of Bucky's Tuition Promise. The initiative covered tuition and segregated fees for nearly 800 students from Wisconsin who started classes at UW-Madison last fall and whose family's annual household adjusted gross income is \$56,000 or less — roughly the state's median family income.

"It was an exciting idea," Hillman says of Bucky's Tuition Promise. "Could this university really afford to give free tuition to lower-income students across Wisconsin? We started digging deep into the data and looking at the variables and costing things out. We designed the Promise in a way that, hopefully, is sustainable long-term."

The lab's research team includes graduate assistants Ellie Bruecker and Jacklyn Fischer, both of whom are pursuing doctorates through the Department of Educational Leadership and Policy Analysis.

"The opportunity to learn from practitioners has given me a new understanding of the complexity of financial aid policy and the people who make those policies work for students," says Bruecker.





## Mellon Foundation bolsters support for The Discussion Project

A project launched by the School of Education during the 2017 fall semester as an effort to create welcoming, engaging, and academically rigorous classroom environments is about to expand and undergo an in-depth study thanks to a grant from the Andrew W. Mellon Foundation worth \$1 million.

The Discussion Project (TDP) is a professional development opportunity for instructors from across the UW–Madison campus. The idea behind the program is that an engaging classroom discussion can be both a vital part of the learning process and a microcosm of the way we hope democracy functions. Yet a high-quality discussion doesn't just happen — it takes structure, planning, practice, and skill to make it effective.

The project offers instructors tools to design and facilitate high-quality classroom discussions to prepare their students to participate in them. The pilot program began with funding from the Chancellor's office, and it has just completed five cohorts of a design-based research process.

Now, thanks to the Mellon Foundation, TDP will scale up dramatically to include 12 new cohorts at UW–Madison, including graduate students.

"We're excited to be able to include teaching assistants," says **Carrie Welsh**, TDP's program director.

The Mellon grant will also allow the program to grow beyond UW–Madison and undergo an in-depth study. The

study will examine how TDP affects instructors' abilities to create and facilitate high-quality classroom discussions and how their students experience and learn from discussions. Similarly, researchers will attempt to tease out the best mechanisms for scaling and expanding TDP — including to a historically black college or university, and to a Hispanic-serving institution.

The researchers will collect quantitative and qualitative data, and include 144 instructors and up to 11,500 students across three different campuses.

"Rigorous discussion that includes all students is a pillar of liberal arts education," says School of Education Dean **Diana Hess**, who developed The Discussion Project in collaboration with UW–Madison alumna Paula McAvoy, now an assistant professor at North Carolina State University. "Higher education can be a powerful way for students to learn with people who are different from each other. But facilitating high-quality discussions, sometimes involving controversial issues, requires that instructors know how to create and execute effective lessons that can engage students with the content and one another's ideas."

Adds Hess: "We want to see if our carefully designed and thoroughly evaluated professional development program will improve instructors' skills to use discussion effectively and enable more students to experience the benefits of discussion."

## Kaplan exploring how to make most of NAEP data

**David Kaplan** received a federal grant for a new project that's designed to examine better ways to utilize standardized testing data to forecast educational trends across the United States.

The award is from the U.S. Department of Education's National Assessment of Educational Progress (NAEP) Research and Development Program. The project is titled, "Utilizing State NAEP Data for Probabilistic Prediction and Forecasting: A Bayesian Approach."

Kaplan is the Patricia Busk Professor of Quantitative Methods with the Department of Educational Psychology. This project looks at the problem of monitoring of trends in education outcomes over time.

The purpose of this project is to develop a "proof-of-concept" so that state NAEP assessments can be used as panel data to specify cross-state growth regressions, and to develop projection models that can be used to forecast trends across states in important educational outcomes — such as gender and race/ethnicity equity in educational achievement.

"Large-scale assessments such as NAEP are not being sufficiently exploited for the purposes for which they were created — namely, monitoring population trends," says Kaplan. "My hope is that the advancements developed in this proposal will demonstrate the richness of policy information that can be obtained when using Bayesian prediction models to study educational trends at the population level."

## New path to college success

**UW–Madison alums Perry and Sean LaRoque found Mansfield Hall, a living and learning community that helps students with diverse learning needs realize their goals**

UW–Madison alumnus Perry LaRoque has spent much of his career finding new and innovative ways to help students with various forms of learning disabilities.

LaRoque has held a range of positions since earning his first of three degrees from the School of Education in 2000. He taught special education in K-12 public schools and served as a faculty member in higher education, most recently as an associate professor and the special education program director at Johnson State College in Vermont.

But over the years, LaRoque — who also received a master’s (2004) and Ph.D. (2007) in special education from the Department of Rehabilitation Psychology and Special Education — noticed how some really talented students were losing their way.

“In terms of services and opportunities, they’d get through high school — and then the sidewalk would sort of end,” says LaRoque.

So in the summer of 2013, LaRoque

and his brother, Sean, launched Mansfield Hall, a college support program and residential living and learning community for students with disabilities who, with individualized support, have the potential to succeed in college. Sean also is a UW–Madison School of Education alumnus (BS, English education, 1991), with advanced degrees from the University of Arizona (MA educational psychology; Ph.D. school psychology).

In particular, Mansfield Hall is designed to support students with social communication challenges, executive functioning deficits, ADHD, learning disabilities, Asperger’s Syndrome, non-verbal learning disabilities, and mild autism. After starting with six students, Mansfield Hall today supports more than 100 between two programs — one housed in Madison and the other in Burlington, Vermont. Not only is there a waitlist, but Mansfield Hall is opening a third location in Eugene, Oregon, in 2020.

Mansfield Hall is dedicated to pro-



*Perry (left) and Sean LaRoque launched Mansfield Hall in 2013.*

viding an authentic college experience and giving students the skills needed for a successful transition to adulthood. It does so by focusing on four core areas: learning; living; giving; and engaging. The brothers explain how Mansfield Hall’s academic directors, coaches, and writing specialists help students improve their academic and learning skills, while its student life directors and coordinators work with students to develop independent living skills. Similarly, social communication specialists hone social skills and improve social cognition, while the community outreach director works to connect students to civic opportunities and community events.

Perry LaRoque stresses that the Mansfield Hall team utilizes evidence-based programming and comprises highly-trained professionals, several from UW–Madison, with advanced degrees in special education, educational psychology, speech and language pathology, and counseling, among others.

Mansfield Hall’s Madison location at 141 West Gilman St. helps support about 40 students attending UW–Madison, Edgewood College, and Madison Area Technical College.



*Students from Mansfield Hall’s Madison location build community and enjoy the full college experience by attending a Badgers football game at Camp Randall Stadium.*





*Buff Brennan teaches a class on campus in the early 1980s.*

## ‘She was a big part of why I stuck it out’

*Brennan spends career encouraging, supporting dance students*

MARY (BUFF) BRENNAN doesn’t remember her first dance class, as a 3-year-old.

“Of course it was ballet, because when you’re 3, that’s what you do,” she says.

Somewhat later, Brennan, who has been called Buff since her days as a camp counselor, discovered modern dance. It changed her life — and the lives of many dancers who trained with her at UW–Madison.

“I looked into how to take more dance,” says Brennan, who today is a professor emerita with the School of Education’s Dance Department. “And this was the place.”

During the summers of 1962 and 1963, Brennan studied dance in Madison.

She would go on to earn both a master of science (1967) and a Ph.D. (1976) in dance, and was a faculty member at UW–Madison until 2002. She continued to teach and work part-time until about four years ago.

One of her responsibilities, especially during her three stints as chair of the Dance Department, was to help award scholarships.

“I really saw, especially around scholarships, the work students had to go through to earn their degrees,” says Brennan, who went on to support four scholarship programs in the Dance Department.

In addition to teaching and working in the Dance Department, Brennan also co-wrote a biography of Margaret H’Doubler, who in 1926 was the driving force behind UW–Madison becoming the first university to offer a degree program in dance. The book, published in 2007, is titled, “Margaret H’Doubler: The Legacy of America’s Dance Education Pioneer.”

“She was not a dancer,” says Brennan, “but she started the dance program here and taught people to be creative.”

Brennan also taught people to be creative and to grow to the height of their potential. After coming to UW–Madison for those summers 50 years ago, she has never really left.

“I had a great position,” she says. “I was teaching and working with dancers. I kept moving all the time.”

Students who receive scholarships write thank-you notes to the donors. Brennan said hearing from the students she helps makes the gift feel good.

“I know what they are going through,” she says. “I earned my degrees while working in the Dance Department. It’s great to know their plans and dreams.”

And to have a hand in helping reach those dreams.

**For information about making a gift or other donations to the School of Education, please visit [supportuw.org/giveto/education](http://supportuw.org/giveto/education)**



**Kimi McKissic**, who earned her bachelor’s degree in 2018, is one of the recipients of a Brennan scholarship. The financial support of the scholarship made a difference for McKissic. More important than the scholarship, the encouragement

Brennan offered helped McKissic stay in the dance program.

“She reminded me that dance matters, that this is a serious major,” McKissic recalls. “She was a big part of why I stuck it out.”

**Anna Halprin BS 1942 — Dance** In October 2018 the de Young Museum in San Francisco celebrated Anna with “Body Radical,” a two-weekend series of performances, film screenings, workshops, and participatory events. In February 2019, Anna’s new book, “Making Dances That Matter: Resources for Community Creativity,” was released. It details the “Planetary Dance” as well as the healing work that she did with people with AIDS. Anna’s influence on postmodern dance was also featured in the New York Times on March 24, 2019.

**Doris Eberlein BS 1951 — Community Leadership and Education** Doris remains busy in community activities in Wausau, Wisconsin. She is living in a retirement home but remains independent. Doris has traveled to seven continents.

**Lois Bell Knutson BS 1958 — Science Education** Lois has been retired from her teaching career for 23 years and has recently taken a WAA travel trip to Peru with fellow alumni.

**Linda Sue Crawford BS 1960 — English Education** Linda is publishing a literary magazine for a high-poverty, K-8 school in Minneapolis. During the school year students write about their lives and opinions, and tell stories (fiction and nonfiction). Linda also brings an artist/illustrator in to work individually with the writers to illustrate their pieces, and the magazine is published each spring.

**Barbara Robbin Epstein BS 1961 — Elementary Education** After teaching at a variety of levels (fifth grade through college), and in different states and countries (Missouri, Ohio, Illinois, Mexico, and Brazil), Barbara is now enjoying retirement in the suburban Chicago area.

**Jacqueline Carol Specht Andrew BS 1965 — Kinesiology** Jacqueline traveled to Dubai, Abu Dhabi, Nepal, and Bhutan. She plans on visiting Antarctica to finish five continents and more than 50 countries. Jacqueline says she met three alumni in Nepal. “We are everywhere,” she says.

**Natalie R. French BS 1966 — Education** Although she retired from special education teaching and training, Natalie still loves working and now works for City Colleges of Chicago/Malcolm X College. She tutors students who need help with reading and works with English language learners.

**Jerold W. Apps Ph.D. 1967 — Agricultural Education** Jerold’s latest book, “The Civilian Conservation Corps in Wisconsin,” was published in April through Wisconsin Historical Society Press. A 50th anniversary commemorative edition of his first book, “The Land Still Lives,” will be available in fall 2019.

**Kathryn J. Olmstead MA 1967 — Education** After teaching journalism at the University of Maine for 25 years, Kathryn continues to publish a quarterly magazine titled “Echoes: Rediscovering Community,” and writes a bi-weekly column about northern Maine for the Bangor Daily News. In October 2018, Kathryn was inducted into the Maine Press Association Hall of Fame.

**Kathleen Briggs MS 1968 — Curriculum and Instruction** Kathleen continues to attend classes at UW–Madison through the 60-plus audit program and is fascinated by changes in instructional media. She uses what she learns to give her own lectures on different topics, ranging from quilts and the stories they tell to IRS scams and identity protection.

**Carl E. Anderson MS 1969 — Curriculum and Instruction, Audiovisual Education** Carl volunteers at a local hospice care center, videotaping patients who want to share their life story.

**Barbara Barry Levin MS 1971 — Curriculum and Instruction** Barbara recently retired after a 25-year career in the Department of Teacher Education and Higher Education at the University of North Carolina–

Greensboro. She authored or co-authored nine books and published over 40 research articles.

**Kathie Duff Wilson MS 1971 — Education** Kathie is a realtor in the greater Phoenix and Scottsdale area for Russ Lyon Sotheby’s International Realty. She cites her UW–Madison education and 20 years in corporate employee relations as the perfect foundation for investing in client success.

**Patricia L. Anders MS 1972 — Curriculum and Instruction; Ph.D. 1976 — Curriculum and Instruction** Patricia retired in May 2018 after 42 years as a professor at the University of Arizona. She is grateful to the Department of Curriculum and Instruction for launching her on a productive and enjoyable career.

**George A. Goens Ph.D. 1973 — Educational Leadership** George’s new book, “Civility Lost: The Media, Politics, and Education,” was published in February. He has written seven books and co-authored four.

**Nelson Douglas Neal MS 1974 — Physical Education, Dance** Nelson published the second edition of his book, “Hemslley Winfield: The Forgotten Pioneer of Modern Dance: an Annotated Bibliography” in December 2018. Nelson is an assistant coach of track and field at La Jolla Country Day School in California. While he was at UW–Madison, he was the head coach of the women’s indoor and outdoor track and field teams.

**Don Marx BS 1974 — Physical Education** Don taught in the Madison Metropolitan School District, and coached a range of sports in the district for 57 seasons. After retiring in 2004, Don was elected to the Wisconsin High School Golf Coaches Hall of Fame. Don says he is grateful for UW–Madison and the physical education faculty who taught him leadership skills that he was able to share with others.

## Reyes receives Campbell Lifetime Achievement award

**Pedro Reyes**, an alumnus of UW–Madison, was honored by the University Council for Educational Administration (UCEA) with the Campbell Lifetime Achievement award.

Reyes earned his doctorate from the School of Education’s Department of Educational Leadership and Policy Analysis in 1985 before spending time with the department as an assistant professor. Today, he is a professor of education leadership and policy at the University of Texas at Austin.

Reyes is passionate about education research and the craft of teaching. In his writing, he focuses on education and opportunity, particularly on student success for children in poverty. His work has focused on urban students, language learners, migrant students, and border students. Reyes’ academic work has transcended the “blaming game” and has focused on what is possible with these students and their success in schools.





**Joanne Yatvin Ph.D. 1974 — Education** Now retired and living in Portland, Oregon, Joanne's main occupation is writing a blog on education named "The Treasure Hunter."

**Joyce McCollum MS 1975 — Curriculum and Instruction** Joyce has been a registered nurse for 55 years and has been involved in the education of nurses for 50 years, including serving as the dean and then president of Bellin College. Having just recently retired in January 2019, Joyce now volunteers as a faith community nurse at her church.

**Loren Richard Seagrave BS 1976 — Physical Education** Loren currently serves as the sprints and hurdles coach for Athletics Thailand, based in Thammasat University–Rangsit in Bangkok. She continues to consult domestically and internationally on speed development and sports performance.

**John Michael Winters BS 1976 — Science Education** John taught chemistry and physics at Brodhead High School from 1977 to 1985 and then lived in Saudi Arabia, working as the head of microcomputer training and development for Saudi Arabian Airlines. Later, he worked as a software engineer for Woodbridge Cooperation and as a structural draftsperson for Newcomb Construction Company. John is currently retired, and spends time in Tucson, Arizona, as well as Madison.

**Thomas John Lundstrom BSE 1978 — Education** Currently living in Alexandria, Virginia, Tom has worked 36 years with the Department of the Navy. For the past four years, Tom has been assigned as the counsel to Naval History and Heritage Command, overseeing the Navy Library, Navy Archives, and 10 navy museums.

**Philip Dana Althouse BS 1979 — Education** Philip was the recipient of the 2018 Claude E. Clark Award for Outstanding

Service, presented by the Legal Aid Society of Cleveland. He has been an attorney since 1991 and has worked in the Lorain County Office of Cleveland Legal Aid for the past 12 years.

**Patricia Brooks MS 1979 — Educational Administration** Patricia retired from the UW–Madison School of Education in 2014. She is currently a practicing postpartum doula, caring for newborns and infants.

**Debbie Heitzman Hanson BS 1980 — Elementary Education** Debbie and her husband recently took a leave of absence from their teaching positions in the Twin Cities to teach at an American international school on the island of Cyprus.

**Lori Silverman MS 1981 — Counseling Psychology** Lori kicked off the Enterprise Data Conference and the Business Intelligence and Analytics Conference in London in November 2018. Her keynote, "It's Not About You, It's About Them: Helping Others Take Action Based on Data," covered a collaborative data-enabled decision-making methodology that she created to extract business value from data.

**Sylvia Llanas Buckman BS 1984 — Behavioral Science** Sylvia has worn various hats in the past 34 years, working as a special education teacher, program implementer, literacy coach, and elementary school principal. She retired in 2018 from the Milwaukee Public School System as the principal of La Escuela Fratney.

**Sierdje den Daas BS 1983 — Art Education** Sierdje has been working at a preschool of the arts for the past 18 years and enjoys being a lifelong learner. Sierdje represented the school at an in-depth U.S. study group in Reggio Emilia, Italy, this spring.

**David H. Feldman BSE 1985 — English Education** David signed a five-year extension to continue

## Charleston named associate dean for diversity and inclusion

**LaVar Charleston** in April was named the School of Education's first associate dean for diversity and inclusion, a position he started on June 16.

In this role, Charleston is serving on the dean's leadership team and will lead the creation of a new School of Education Office of Diversity and Inclusion.

In March, Charleston received a 2019 Forward under 40 Award from the Wisconsin Alumni Association. At the time, he was the 39-year-old assistant vice chancellor of student diversity, engagement, and success at UW–Whitewater. He was recognized as one of eight UW–Madison alumni under the age of 40 who is living the Wisconsin Idea by leveraging the benefits of their education to better their cities, states, nation — and even the world.

Charleston received both his master's degree (2007) and Ph.D. (2010) from the School of Education's Department of Educational Leadership and Policy Analysis. While at UW–Madison, he was part of the team that helped launch Wisconsin's Equity and Inclusion Laboratory (Wei LAB), which promotes equitable environments for learning and working in higher education.



his work as the head of school at The Roeper School, a Pre-K-12 private independent school in Bloomfield Hills, Michigan.

**Nancy H. Hornberger Ph.D. 1985 — Educational Policy Studies** Nancy was recognized with the Charles A. Ferguson Award for Outstanding Scholarship in March 2019, presented by Washington, D.C.'s Center for Applied Linguistics.

**Michelle Belnavis BS 1984 — Elementary Education; MS 1989 — Curriculum and Instruction** Michelle's Read Your Heart Out program has grown to a month long and Wisconsin-wide initiative that brings kids and adults together to experience the joy of reading. The program began as a one-day event at Midvale Elementary School, as an effort to increase family engagement within the school. More than just reading, her program cel-

brates diversity in learning. Michelle is currently training people in the Green Bay and Oshkosh area to host Read Your Heart Out programs in 2020.

**Brian Alan Kersten MS 1989 — Educational Administration** Brian will be retiring in July 2019 after 34 years as a professional educator. He served as a principal for 30 years, spending the last 26 as the principal of Waunakee Community High School. Brian cites his education at UW–Madison as the foundation for his long and successful career.

**Molly Fitzgerald MS 1990 — Educational Administration** After 29 years as an elementary principal and over a decade serving as director of elementary programming, Molly is retiring from public education in the Baraboo School District. She then is moving to southern China to teach and then transi-

tion into a principal position at an international school there. She reports that this amazing opportunity is due in part to her nationally and internationally recognized master's degree from the School of Education.

**Mike Tambllyn BSE 1991 — Mathematic Education** Mike, while working at Whitewater High School, has become a Nationally Board Certified Teacher, the most respected certification available in K-12 education.

**Rick Huber MS 1974 — Business Teacher Education; Ph.D. 1992 — Continuing and Vocational Education, Educational Administration** Since retiring as a global training leader for GE Healthcare, Rick continues to be active in continuing adult and vocational education via teaching a short-course each semester called Coaching

and Mentoring for Technical Leaders for the UW–Madison Department of Engineering Professional Development.

**Lee Schedler BSE 1992 — Elementary Education** After graduating from UW–Madison, Lee taught sixth grade at Whitefish Bay Middle school for more than 15 years. During that time, he earned a master's degree as a reading specialist from Concordia University and won the 2012 Herb Kohl Fellowship Award.

**Steven Dean Schmitt BSE 1994 — Elementary Education** In 2010, Steven received a master's degree in journalism and mass communication from UW–Madison. In 2017, he published a book, “Badger Baseball — The Rise and Fall of America's Pastime at the University of Wisconsin.”

**Joan Dickrell BS 1988 — Mathematic Education; MS 1995 — Curriculum and Instruction** After receiving her master's degree, Joan became certified in actuarial science and took a position in American Family Insurance's actuarial research department. Joan now works in the private markets investment division.

**Valerie Green BS 1995 — Dance** Valerie has been an active dancer, choreographer, and teacher in the New York City dance community since 1995 and founded Valerie Green/Dance Entropy in 1998.

**Chip Hunter MS 1994 — Counseling Psychology; Ph.D. 1996 — Counseling Psychology** Chip is finishing his 10th year of working for Doctors Without Borders (Geneva Section) as a project coordinator.

**Larry Scheckel MS 1996 — Education** Larry's seventh book “I Just Keep Wondering: 121 Questions and Answers About Science and Other Stuff,” was published.

**Kathy Butler BS 1997 — Kinesiology** Kathy has traveled to China and Scotland as a coach and coach educator recently. In October in Shanghai, she spoke for two days at the Chinese national conference for track and field coaches, meeting coaches from all parts of China. In January in Edinburgh, she traveled as the women's team coach with Team USA as it competed against Europe and Great Britain.

**John Carlson MS 1993 — Educational Psychology; Ph.D. 1997 — Educational Psychology** John is a faculty member at Michigan State University and is the lead editor and introductory chapter author of a recently published book, “School Psychopharmacology: Translating Research into Practice.”

**Robin R. Kvalo BSE 1981 — Elementary Education; MS 1998 — Educational Administration**

Robin will retire from education in June from Portage (Wisconsin) Community Schools. She served the district in a variety of capacities over her 25 years (with a total of 28 years in education), including the past eight as a high school principal.

**Clifton Tanabe 1998 Ph.D. — Educational Policy Studies** Clifton is the new dean of the College of Education at the University of Texas at El Paso (UTEP).

**Ann Marie Newman BSE 1999 — Spanish Education** Ann Marie graduated with a Ph.D. in leadership for the advancement of learning and service in May 2018.

**Daniel Evans BM 2001 — Music Education** Daniel was selected as the January 2019 “Top Notch Teacher” for WISC/Ch. 3, which is Madison's CBS affiliate. He currently teaches fifth through 12th grade band in Pardeeville, Wisconsin.

**Sara Pfister Johnston MS 2004 — Rehabilitation Psychology** As of July 2018, Sara has been working as an associate professor for the occupational therapy doctorate program at Drake University, teaching research and population health courses.

**Sarah H. Schnuelle BSE 2004 — Elementary Education** Sarah, a 2017 Herb Kohl Fellow and 2018 graduate of Columbia Teachers' College Reading and Writing Project, recently achieved National Board Certification in early-middle childhood reading and language arts.

**Sarah Stuckey MS 2004 — Educational Leadership and Policy Analysis** Sarah is currently serving as the principal at Harmony Elementary and Consolidated Elementary Schools in the School District of Milton, Wisconsin.

**Nate Mendl BM 2005 — Music Education** Nate recently took a position as the director of the

## Work from Narita, Kaufman named a 2019 Mathical Honor Book

A publication from UW–Madison alumnae **Katherine Palaces Narita** and **Suzanne Kaufman** — “100 Bugs! A Counting Book” — was named a 2019 Mathical Honor Book earlier this year.

Narita, who authored the book, earned her master's degree from the School of Education's Department of Curriculum and Instruction in 1997, after earning her bachelor's degree in Spanish and sociology in 1995.

Kaufman, who illustrated the book, earned her undergraduate degree from the School of Education's Art Department in 1994.

The Mathical awards are hosted by the Mathematical Sciences Research Institute in partnership with the National Council of Teachers of English, the National Council of Teachers in Mathematics, and the Children's Book Council. They seek to recognize outstanding fiction and literary nonfiction for youth ages 2–18.

Targeted toward Pre-K children, “100 Bugs! A Counting Book” teaches kids 10 different ways to count to 10, reaching 100 bugs by the end of the story. Narita and Kaufman's book is part look-and-find and part learning experience, leading to a fun and educational reading for younger children.





Oregon Performing Arts Center, just south of Madison, where he has created a new professional concert series.

**Brian Peterson BM 2005**

— *Music Education* Brian is currently a speech-language pathologist at University of Iowa Hospitals and Clinics, specializing in voice disorders and head and neck cancer.

**Timothy J. Schaid Ph.D. 2005**

— *Educational Leadership* Timothy retired on June 30, 2018, as executive director of the Wisconsin School Music Association (WSMA).

**Heidi Hallman Ph.D. 2007** — *Curriculum and Instruction*

Heidi and fellow Badger Samantha Caughlan (Ph.D., 2005, Curriculum and Instruction), along with co-authors Donna L. Pasternak, Laura Renzi, and Leslie Rush, received the Richard A. Meade award for outstanding research in English education for their book “Secondary English Teacher Education in the United States.”

**Elissa Notbohm Kyrola BS 2009** — *Kinesiology*

Elissa recently started a new role as the practice manager for sports medicine at the University of Miami Sports Medicine Institute. She reports that she has enjoyed watching the Badgers beat the Miami Hurricanes two consecutive bowl games.

**John Martin MS 2004** — *Curriculum and Instruction*; **Ph.D. 2009** — *Curriculum and Instruction*

John is working at UW–Madison, managing the Active Teaching Labs — a successful instructional development program for campus educators.

**Megan Banik Gerl MS 2011** — *Rehabilitation Psychology*

In December 2018, Megan was hired by Valley Packaging Industries, Inc. (VPI) as the mental health and education manager. In her new role, Megan oversees eight different programs that expand mental

health services and work-based educational programming in the Fox Cities.

**Jordan Listenbee BSE 2012** — *Social Studies Education*

Jordan is currently serving as a TRIO academic advisor at Cleveland State University.

**Fred Daihui Wang MS 2012** — *Rehabilitation Psychology*

Fred is working as the operation director (subsidiary) for a medical device startup, named Wicab, Inc. In the fall 2019, he will start the full-time MBA program at UW–Madison.

**Nicole Bowman Ph.D. 2015** — *Educational Leadership and Policy Analysis*

Nicole received the American Evaluation Association’s 2018 Robert Ingle Service Award. She was the first indigenous woman to receive a Ph.D. from the Department of Educational Leadership and Policy Analysis, and now serves as a culturally responsive evaluation specialist with the Wisconsin Center for Education Research (WCER).

**Amy Zelenski MS 2010** — *Educational Leadership and Policy Analysis*; **Ph.D. 2015** — *Educational Leadership and Policy Analysis*

Amy is currently an assistant professor in the Department of Medicine at the University of Wisconsin School of Medicine and Public Health. She studies relationships in health care and teaches empathy and communication skills to clinicians.

**Sandra Kiddoo Ph.D. 2016** — *Educational Leadership and Policy Analysis*

Sandra has been named the chief academic officer at Hazard Community and Technical College in Hazard, Kentucky.

**Michelle Plaushines MS 2016** — *Educational Leadership and Policy Analysis*

After completing her degree, Michelle moved into a data and innovation specialist role for the district of Muskego-Norway in Wisconsin. She uses her leadership skills to

## Marri named dean of Rochester’s Warner School of Graduate Education and Human Development

Anand R. Marri was named dean of the University of Rochester’s Warner School of Graduate Education and Human Development in November 2018.

Marri earned his Ph.D. from UW–Madison’s Department of Curriculum and Instruction in 2003 and is a member of the School of Education’s Board of Visitors.

When he was hired by the University of Rochester, Marri was serving as the vice president and head of outreach and education at the Federal Reserve Bank of New York. He also was a professor of social studies and education (research) at Teachers College, Columbia University.

Marri started his new position on Jan. 1, with a five-year term, the University of Rochester announced.



organize the data analysis that drives all the major decision-making processes in the district.

**Brett Ranon Nachman MS 2017** — *Educational Leadership and Policy Analysis*

Brett is an ELPA doctoral student. He served as lead author on a peer-reviewed journal article published in January 2019 in the Community College Journal of Research and Practice. Nachman and co-author Kirsten Brown’s piece titled “Omission and Othering: Constructing Autism on Community College Websites” critically examines depictions of autism on these postsecondary education institutional websites across the United States.

**Erika Jane Vivyan MS 2014** — *Educational Psychology*; **Ph.D. 2017** — *Educational Psychology*

In September, Erika became a fully licensed psychologist in Texas. She is working at a private practice specializing in childhood and adolescent anxiety and she also works for a nonprofit organization completing Spanish-English bilingual psychological assessments.

**Jesus Galvan BS 2018** —

*Kinesiology* Jesus has accepted admission into DePaul University’s master’s in counseling program to become a school counselor at the high school level.

**Jordan T. Thevenow-Harrison MS 2013** — *Educational Psychology*; **Ph.D. 2018** — *Educational Psychology*

Jordan develops iPad apps to help kids teach themselves to read and spell.

## THANKS FOR STAYING CONNECTED

We received an outstanding response to our call for alumni updates. Unfortunately, we couldn’t fit all of them into print due to space limitations. In addition, most updates we published here were trimmed so we could run responses from as many people as possible.

To read all the updates we received — and to learn more about updates we did publish — visit the Learning Connections website: [learningconnections.education.wisc.edu](http://learningconnections.education.wisc.edu)

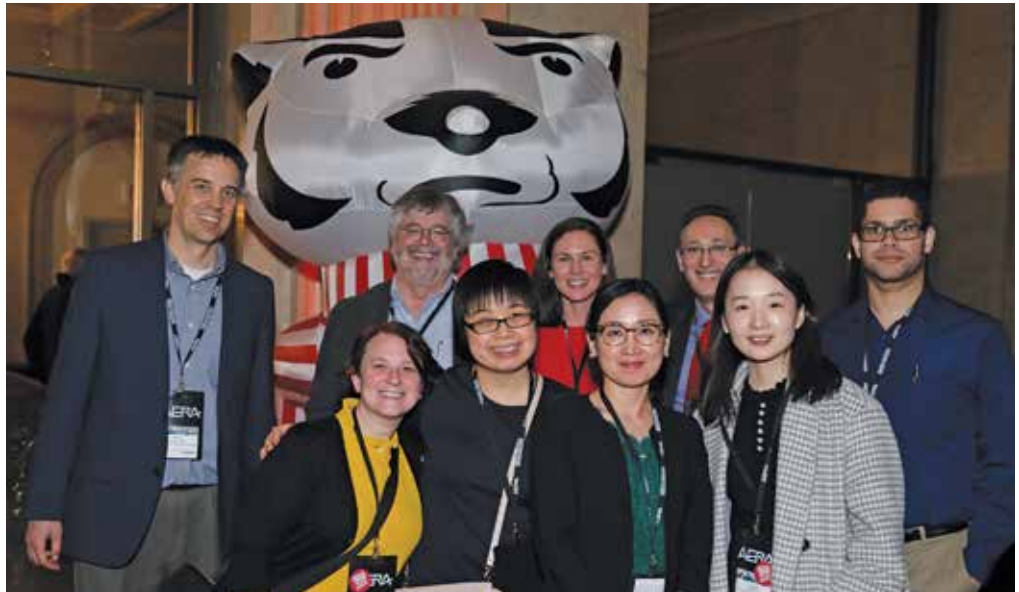
## Badgers shine at #AERA19

The American Educational Research Association's (AERA) 2019 Annual Meeting was held in Toronto, Canada, April 5–9, and UW–Madison faculty, staff, students, and alumni were again well represented.

AERA and its 25,000 members from around the world form an interdisciplinary research association that's devoted to the scientific study of education and learning.

UW–Madison's **Aydin Bal** earned one of AERA's 2019 awards for excellence in education research. The associate professor of special education with the Department of Rehabilitation Psychology and Special Education is the recipient of the Scholars of Color Early Career Contribution Award. Bal's current research projects aim to develop culturally responsive research methodologies and intervention models.

The School of Education hosted its annual AERA Reception on Sunday night, April 7, at the One King West Hotel & Residence. More than 200 faculty, staff, students, alumni, and



*The School of Education hosted its annual AERA Reception April 7 at the One King West Hotel & Residence in Toronto.*

friends attended the celebration. It was wonderful seeing so many familiar faces.

Following are additional highlights:

— UW–Madison's **Maggie Hawkins** received the Leadership

Through Research Award from AERA's Second Language Research special interest group (SIG). Hawkins is a professor with the Department of Curriculum and Instruction. She was recognized for her engagement with international communities and the innovative contributions of her scholarship, which includes research on issues such as critical theory, social justice, language teacher education, transmodalities, community engagement, and young learners.

— Alumna **Laura C. Chávez-Moreno** received several significant honors for her dissertation, "A Critical Race Ethnography Examining Dual-Language Education in the New-Latinx Diaspora: Reinforcing and Resisting Bilingual Education's Racial Roots." This work received the Division G (Social Context of Education) Outstanding Dissertation Award and earned that same recognition from both the Bilingual Education Research SIG and the Hispanic Research SIG. Chávez-Moreno received her Ph.D. from the Department of Curriculum and Instruction in 2018 and is a post-doctoral scholar at the University

of California–Los Angeles.

— Alumna **Yi-Hwa Liou** received the Early Career Award from AERA's Division A (Administration, Organization, and Leadership). This honor is given to a scholar in the first five years of her/his career who has made outstanding research contributions to the field of educational leadership, administration, and organization. Liou earned her Ph.D. from the Department of Educational Leadership and Policy Analysis in 2010 and today is an assistant professor in the Department of Educational Management at the National Taipei University of Education.

— Alumna **Kathryn Kirchgasser** received honorable mention recognition from AERA's Division B (Curricular Studies), in that group's Outstanding Dissertation award competition. She earned her Ph.D. from the Department of Curriculum and Instruction in 2018. Her dissertation is titled, "Tracking Disparities: How Schools Make Up Scientific Americans and Pathologized Others." Kirchgasser is beginning a position this fall as an assistant professor with the Department of Curriculum and Instruction.

## SAVE THE DATE

School of Education Homecoming Tailgate  
Saturday, Oct. 12, 2019

The Badgers host Michigan State in this year's Homecoming football game at Camp Randall Stadium. Kickoff is set for 2:30 or 3 p.m.

Visit [education.wisc.edu](http://education.wisc.edu) later this summer for details on how to purchase tickets for the game and our annual Homecoming Tailgate at Union South.



UNIVERSITY COMMUNICATIONS





ALL WAYS  
FORWARD

BEING A CLASSROOM  
TEACHER FOR 33 YEARS WAS  
AN INCREDIBLY REWARDING  
EXPERIENCE MADE POSSIBLE  
BY THE OUTSTANDING  
EDUCATION I RECEIVED  
AT UW-MADISON.



I give because I want to support a student who hopes to become a teacher – but who otherwise may not be able to afford UW-Madison – realize their dream of becoming a Badger.

My husband and I are big supporters of public education and hope this estate gift will provide a real and lasting impact on students, future teachers, and a university that is so special to both of us.

*Martha (BS, '68; MS, '80) and  
Dean Brusegar*

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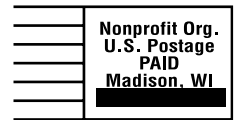
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School of Education

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Madison, WI 53706



**UW-MADISON'S DANCE DEPARTMENT,** housed in the School of Education, presented its annual faculty concert, "The Winter Rise," Feb. 7-9 at the Margaret H'Doubler Performance Space in Lathrop Hall. The concert featured the work of guest artist Dyane Harvey-Salaam from Forces of Nature Dance Theatre.

Contemporary dance works from UW-Madison faculty artists Li Chiao-Ping, Liz Sexe, Collette Stewart, and Chris Walker also were showcased, with performances exploring power and beauty, progress, identity through dialogue and movement, and the ability to recreate life in the face of death.

PHOTO BY MAUREEN JANSON HEINTZ

