SUSANA MUÑOZ: ‘Undocumented students are cautiously optimistic’

DARRELL WILLIAMS: ‘Create a better life for yourself’

MUNEEBAH ABDULLAH: ‘I really liked community counseling’

SUSANA MUÑOZ: ‘Undocumented students are cautiously optimistic’
ALUMNI SPOTLIGHT

Nikiya HARRIS

My UWM degrees taught me to be thoughtful. When you’re a policy-maker, it’s so easy to look down on people, or ask why they are not doing something, but when you really understand the dynamics of what makes that person successful, you’re empowered to make decisions that are fair and just. That’s how my degree in adult education helped me.

I can see things differently.

Undergraduate degree in community education
Graduate degree in adult education
Elected to Milwaukee County Board of Supervisors
Elected to the Wisconsin State Legislature from the 6th Senate District

www.uwm.edu/soe
When knowledge benefits our community, we all win

One of the great honors of being the dean of the School of Education is having a first-hand look at the work being done by our faculty, students and staff. Some of that work can be found in this issue of Edline, and I hope you can take some time to look at the diversity of thought and effort which these articles represent.

We recently talked with some of our students about why they chose to attend UWM and the SOE. One remark we heard from a number of students really got to the heart of what we try to do here. To paraphrase, the students said they greatly appreciated learning and doing research with faculty members who, in many cases, have written the textbooks and academic papers on issues in education which are used at other schools.

Why is this significant? Because, I think, it demonstrates a vital function of a great university and the schools within it: knowledge creation that benefits students, instructors, and the entire community. To create knowledge within the context of this charge, to find the things that will enable the university to play a role in making our community a stronger, healthier and happier place to live and work, should always be at the forefront of our efforts.

This is not an idea new to the academic community. Let me quote from a paper I co-wrote in 2008 for the Journal of Higher Education Outreach and Engagement, before I came to the SOE: “Public scholarship connects the institution and its students to the surrounding community while producing valuable student learning outcomes and fostering greater connections between what happens within the university and the surrounding community.”

In this case, public scholarship is defined as “scholarly activity generating new knowledge through academic reflection on issues of community engagement.”

In this issue are many examples of the knowledge creation which underlies our community engagement. For example, DeAnn Huinker, Henry Kepner, Pat Hopfensperger, Tom Scott and many others are preparing our students and faculty for Wisconsin’s new Common Core Standards. They are also working with school districts around Wisconsin to assist educators in adopting these standards within mathematics and English language arts.

Angel Hessel, Hope Longwell-Grice, Matthew Belskie and others are leading efforts to meet new national assessment methods – known as edTPA for Educative Teacher Performance Assessment – which will affect our teacher preparation programs and curricula. Working in conjunction with other universities, I believe they are creating work that can be an example for the rest of the academic community.

Finally, there is our student profiles section, featuring a new state senator (Nikiya Harris), a police officer turned counselor (Muneebah Abdullah), an Army veteran now counseling other veterans (Lisa Coryell), and a graduate student who works with inner city Milwaukee residents (Mario McCoy).

I recently came across this remark, attributed to Albert Einstein. “The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community.” It’s a deceptively simple credo, but one that, if done right, and done well, can be a powerful force for change.

Carol Colbeck
Dean
FEATURES

10 Darrell Williams
Principal and the holder of a doctorate in urban education from the SOE, Darrell Williams is a familiar figure in Milwaukee Public Schools. He’s taught or helped lead at least nine of them – including predominately African American, white and Hispanic schools. To him: “…they’ve all been positive experiences.”

20 Common Core Standards and the SOE
New standards and definitions of learning expectations are being implemented in Wisconsin and around the country. SOE faculty – from mathematics to English language arts – have been preparing our students for them and working with schools around the state to help them prepare as well.

28 The lives of undocumented students
When Susana Muñoz began working with undocumented college students, she was perhaps a bit naive: The SOE professor didn’t realize how frightening it was even for them to travel with her in a car. But that was only one of the many barriers to education these students faced.
News and Notes

Faculty News

SOE is preparing to leave home

Charter schools –
UWM oversees 11 schools in Milwaukee

Darrell Williams – On task, on time, on mission

Aaron Schutz – A professor’s alter ego(s)

Gary Williams –
A solution must begin with listening

Bilingual education for early childhood teachers

SOE student and alumni profiles
Nikiya Harris
Muneebah Abdullah
Lisa Coryell
Mario McCoy

Common Core Standards and the SOE

Former dean tackles urban ed leadership

Equine-assisted therapy

Mary Kellner – Educator, philanthropist

The lives of undocumented students

How the edTPA is changing education

American Indian teachers in the classroom

Introducing science and its teaching

Phi-lan-thro-py
Alumni Association honors Ian Harris

Ian Harris, professor emeritus in the department of Educational Policy and Community Studies, recently received the Spaights Award from the Alumni Association. Harris is widely recognized for his academic research and leadership in the area of peace studies.

His commitment led to the establishment of UWM’s nationally and internationally recognized Peace Studies Program and the creation of Friends of Peace Studies, which raises funds to support peace research and provide scholarships to students enrolled in the certificate program.

He was instrumental in creating a unique opportunity for nontraditional students – especially central-city students of color – to earn a college education at UWM. Harris ensured the program would have the academic rigor of a university education by helping design the curriculum.

In addition to his contributions to the university, Harris has served on community committees, task forces and associations throughout Milwaukee. Harris also has been a major contributor to communities and nations using nonviolent approaches to conflict resolution and community development.

Library established in memory of Martin Haberman

Honoring a renowned former SOE professor, Milwaukee's teachers' union unveiled a library stocked with his books dedicated to social justice teaching.

The Milwaukee Teachers' Education Association (MTEA) opened the Martin Haberman Library for Social Justice Teaching in 2012. The professional resource library will be open to all Milwaukee Public Schools teachers. Haberman’s family donated his professional library to the MTEA after he died in January 2012.

Haberman was nationally known for his research and books on educating students living in poverty and was a founder of the urban doctoral program at the SOE. He designed a popular prescreening method for interviewing prospective teachers and began the Metropolitan Milwaukee Teacher Education program that helped nontraditional teachers to become certified.

Although alternate certification doesn’t normally sit well with teachers’ unions, MTEA said Haberman’s legacy is his commitment to urban education.

“His work was aimed to bring as many qualified teachers to the classroom as possible,” says MTEA Director of Teaching and Learning Amy Mizialko. “He was also very focused on getting teachers of color and of diverse backgrounds in front of our kids in Milwaukee.”

The library features roughly 250 professional books for circulation, including some of Haberman’s own work. Rarer items such as his collection from philosopher and education reformer John Dewey are offered for reference only.

from the Milwaukee Journal Sentinel, Sept. 29, 2012

SOE grad wins Sept. 11 teaching award

Katie LeCaptain, SOE graduate and sixth-grade teacher at Prince of Peace School in Milwaukee, was among 10 educators who received a certificate of merit from the Tribute World Trade Center Visitor Center in February, 2012. Educators received this award by creating exemplary educational projects to help students understand the global impact of Sept. 11, 2001. LeCaptain worked with her sixth-grade students to create a timeline of 9/11 and the years following. Students used personal stories related to the event; researched and interviewed members of their community; wrote and performed narratives; and joined the “Adopt a Soldier” program to further their understanding.

SOE undergrad researcher at the state capitol

Cynthia Aguas-Fernandez was among nine undergraduate research students who represented UWM at the 9th annual “Posters in the Rotunda: A Celebration of Undergraduate Student Research” at the State Capitol on March 7, 2012. The students were part of a larger delegation of UWM alumni and staff who went to talk with state legislators about the critical roles that the UW System plays in the state.
Thanks to Maria Hamlin, above right, assistant professor of Curriculum and Instruction, Journey House had its first-ever team, the “Crazy Bots,” competing in the annual Marquette Lego League Regional Tournament Sunday, Nov. 18, 2012, at Marquette University High School.

With the help of a Cultures and Communities grant, Hamlin is leading Journey House’s Lego Robotics program, which involves 28 students, throughout the 2012-2013 school year. The young people, working in teams of two and aided by UWM civil engineering student and mentor Matt Bender, are learning about STEM (science, technology, engineering and mathematics) careers, participating in cutting-edge technology and learning how they can contribute through STEM. The Journey House team worked hard in preparation for the tournament, says Hamlin, meeting four hours a week for two months, then every day for two hours during the final week and four more hours the day before the tournament. “They are a young team and all but one is bilingual,” she notes.

The team didn’t win any awards in November, but members gained a lot of experience through participation, says Hamlin.

Journey House has a strong focus on increasing education and building community across the south side of Milwaukee. Current programming for middle school students focuses on athletics, college preparation, character development, reading, and mathematics and related careers.

Urban studies in the

A group of UWM students headed to New Orleans over the WinterIM, Jan. 2-18, to learn firsthand about teaching and learning about race and poverty in a modern urban city.

The winter course is part of an ongoing effort, called UWM in New Orleans, which began in 2008 in response to Hurricane Katrina. Each year students from a variety of disciplines take courses based in New Orleans.

This year, students in Jeremy Garcia’s curriculum and instruction 300 course traveled south to learn about teaching students in urban schools. The students were involved in service learning projects and experienced some of the dynamics of teaching in urban schools by examining what is happening at a local elementary school located in the city’s Lower 9th Ward.

The course provided an overview of educational, multicultural, social, economic and political issues which influence urban teaching.
New roles for faculty in SOE

Three faculty members assumed important new roles in 2012. Hope Longwell-Grice is the new Associate Dean of Academic Affairs: Teaching and Learning. Cindy Walker is the new Associate Dean of Research and Engaged Scholarship. Raji Swaminathan was elected to serve as the Director of the Urban Education Doctoral Program (UEDP). Swaminathan also teaches courses related to at-risk students and alternative education. Her research interests are in the areas of gender and schooling and the sociology of education.

Longwell-Grice has been a member of the faculty in Curriculum and Instruction (C&I) for 10 years. She earned her master’s and doctorate in Curriculum and Instruction from the University of Delaware. Her teaching experience includes early childhood Montessori, regular and special education. Before coming to UWM, Longwell-Grice was a faculty member at the University of Louisville, where she worked in a MAT program and collaborated on the creation of a professional development school.

Longwell-Grice left her position as chair for C&I after three years. She is concentrating on actively engaging with faculty across the departments to foster collaborative efforts of individuals and departments to further the mission and vision of the SOE.

Walker, who announced in February that she would return to her faculty position after the spring semester, conducts research in testing and measurement, focusing on applied issues in psychometrics. She received a bachelor’s in mathematics from Roosevelt University, a master’s in mathematics, with a focus on mathematics education from Illinois State University, and a doctorate in educational psychology, with a focus on quantitative and evaluative research methodologies from the University of Illinois at Urbana-Champaign.

Walker is charged with facilitating the process in which external funds are acquired and maintained by faculty by developing infrastructure and templates to simplify that process, as well as by consulting with faculty on research design. She wants to facilitate scholarly collaboration within the SOE, as well as with faculty members across the campus and with the community.

New department chairs

In addition, two new department chairs were elected last year by their peers.

Raquel Oxford is chair of Curriculum and Instruction, and Michael Bonds is chair of Educational Policy and Community Studies. Oxford and Bonds joined the following department chairs re-elected in their departments: Larry Martin (Administrative Leadership), Nadya Fouad (Educational Psychology), Elise Frattura and Judy Winn (Exceptional Education).

Muñoz honored for work on undocumented students

susana Muñoz, assistant professor in Administrative Leadership, was selected as the 2012 recipient of the LKC (Latino Knowledge Community) Outstanding Faculty Award for her work on undocumented college students. This award is presented to a NASPA (the national organization for student affairs administration professionals) member who has contributed significant research and publication that promotes the understanding of Latinos in higher education.

Rodriguez serving as interim assistant dean

Felipe Rodriguez is serving as interim assistant dean of student services. A 12-year SOE veteran, Rodriguez oversees and manages student recruitment, student support, licensure, scholarships and admissions support.

Beaulieu appointed to national board

David Beaulieu, director of the Electa Quinney Institute for American Indian Education, was appointed to the Board of Directors of the National Indian Education Association (NIEA). Founded in 1970, the NIEA is the largest organization in the nation dedicated to Native education advocacy issues and embraces a membership of nearly 4,000 American Indian, Alaska Native and Native Hawaiians. Beaulieu had previously served on the board from 2003-2007 and as president in 2005-2006.

Berg and Fouad receive honors

The Milwaukee Area Psychological Association (MAPA) presented the Outstanding Professional Contribution award to Professor Nadya Fouad for her achievements above and beyond the call of duty to the professional practice of psychology in the local community. According to the award, Fouad has made great contributions to the field of counseling psychology on both a national and international level. Fouad is also an advocate for disadvantaged populations, and has devoted much time towards training students who work with those populations.

Craig Berg, professor in Curriculum and Instruction, was part of a team that won a best practice award for innovative use of technology from the AACTE (American Association for Colleges of Teacher Education). Berg and the SOE were partners with other universities in the project, with the overall award going to Central Florida College of Education, for the TLE TechLivE Lab, which allows preservice and inservice teachers to work in a virtual teaching environment.
It may seem like a long time, but it does take a while to turn an old hospital into a school building for the future.

The SOE is in the early stages of planning a move to the former Columbia St. Mary’s Hospital, at Maryland Avenue and Hartford Avenue, two blocks west of the school’s current location in Enderis Hall. UWM purchased the property in 2010 for $20.2 million and renamed the 11-acre property the Northwest Quadrant.

The SOE will eventually join other UWM units on the property—but the biggest question is when.

Administrators, faculty and staff are working with Quorum Architects of Milwaukee on what’s called the pre-design process. After several rounds of meetings between these groups, the architects and UWM officials over the last year, the next step is for Quorum Architects to present blueprints and plans to UWM and the SOE in May. These plans—which will incorporate the use of new technologies, as well as upgraded classrooms and other facilities—will likely form the basis of an effort to raise a substantial portion of the money needed for the renovation in the near future. If enough funds are raised, the school could move into its new home within six years. The remaining funds will be allocated by the state.

“We are trying to anticipate what will be the best ways to foster learning and development for learners of all ages, as well as for our community partners,” says Dean Carol Colbeck. “At a time when the way children are being educated is changing so dramatically, this planning process has us pushing to get ahead of the curve.”

Ambitious building projects—such as the SOE’s move to a renovated hospital—are nothing new on campus. Fifty years ago, in 1963, plans were under way to build an addition to the current student union, at a cost of $2.25 million. A sketch of the now familiar façade on Kenwood Boulevard is below. Governor Gaylord Nelson, left, helped to break ground. Today, UWM is planning an entirely new student union—at an estimated cost of $160 million. As in 1963, most of the cost will be paid through student fees.
Celeste Meyers is the new director of UWM’s Office of Charter Schools, a department within the SOE. Robert J. Kattman, who led the office since 2001, retired in June 2012.

UWM’s Office of Charter Schools oversees 11 charter schools – independent schools within the city – which are authorized by the University of Wisconsin’s Board of Regents under state legislation. The authorization of a 12th school is planned for fall 2013.

Meyers came to the SOE with more than 15 years’ experience in urban education, working with both public and charter schools. Before joining UWM, Meyers was an educational development consultant with Alverno College/Mount Mary College in Milwaukee in the Urban Education Fellow Program. She also served as program officer for contracted alternative and charter schools for Milwaukee Public Schools (MPS), working as a liaison between alternative and charter schools and MPS.

“While it’s almost impossible to replace Bob Kattman, Celeste Meyers’ experience in working with so many MPS charter schools makes her an excellent fit for this position,” says Carol Colbeck, dean of the SOE. “She understands the importance of both kinds of schools and the relationship of charter schools to public schools.”

In her first months on the job, Meyers says she’s worked hard to increase public understanding about charter schools, especially those with UWM charters. Many people don’t understand that charters are public schools open to all students, she notes. “Education is a complex landscape with traditional public schools, choice schools and public charter schools. People have this perception that charter schools can be selective.”

While charter schools are exempt from many regulations that govern district schools, allowing them to test new ideas, and share those that work, they are also held to a higher level of accountability, Meyers says. And, as public schools, they have to admit any student who applies if there is a seat available. If a school is over-enrolled, a random lottery process is used to admit students.

UWM’s charter schools range from those that use a more traditional academic model, like Bruce Guadalupe, to those like Woodland that use a project-based model of learning, she notes. All go through a rigorous application process and are regularly evaluated by the Office of Charter Schools. “It’s very exciting to open a new school and help bring them along,” she says.

UWM’s Office of Charter Schools has won high praise for its work in guiding and evaluating the schools that it charters. While all of the UWM charter schools serve students from impoverished neighborhoods, seven of the schools were among the highest ranked academically in the city as of January 2011, with standardized test scores as high or higher than those of eight of the 16 Milwaukee county suburban districts.
The Office of Charter Schools is small, and includes Diana Borders and Miranda Thorpe. An Advisory Board, Application Committee and Evaluation Committee assist the office in reviewing applications for new charter schools and evaluating existing charter schools. Meyers says she’s been pleased with the support she’s received from colleagues at the SOE. “We’re always looking for ways to work together.”

Since she’s come to UWM, she’s focused on building collaborations between those who work with traditional public schools and the charter schools. For example, she’s partnered with the field placement office to open more opportunities for students to do their student teaching in charter schools. She feels it’s important to work closely with other public schools on their common goals of improving education, she adds. “I think my relationship (as a former liaison between charter and other public schools) with MPS will help with that.”

She would like to expand UWM’s portfolio of high-performing schools, especially high schools (now there are only two high schools chartered). However, she recognizes the challenge of securing resources needed to staff and run a high school.

She’s also interested in getting the charter schools at the table in conversations on issues that may affect them. Each charter school is like its own mini-district so changes like the new teacher training standards (See story on page 30) or the Wisconsin Educator Effectiveness System may impact them differently, she notes. “These are going to be important transitions in education in Wisconsin and we need to be part of that process.”

Meyers is also putting a major effort into organizing quarterly meetings of the charter school leaders to talk about issues they have in common and share ideas. “They still have their independence, but can benefit from opportunities to talk as charter leaders.”

Meyers earned a bachelor’s degree in education from the University of Wisconsin-Eau Claire and her master’s degree in administrative leadership from the SOE. In addition to her experience with Alverno/Mount Mary and MPS, Meyers was an 8th grade math and science teacher and a site-coordinator for the GEAR-UP program.

In October, 2012, the Wisconsin Department of Public Instruction (DPI) honored four of the UWM’s charter schools as “Schools of Recognition.” The UWM schools are: Bruce Guadalupe Middle School (awarded for two consecutive years); Milwaukee College Preparatory School-Metcalf Campus (awarded for four consecutive years); Seeds of Health Elementary; and Veritas High School. State Superintendent of Education Tony Evers noted that all 132 schools chosen for the award were being commended “for their work to break the link between poverty and low academic achievement through rigorous programming and attention to student needs.”

In addition, Bruce Guadalupe and Milwaukee College Prep were chosen as High Performing Urban Schools by “Schools That Can.” The stakes are high for membership in this organization, says Celeste Meyers, so it is real distinction for these UWM charters. Schools That Can Milwaukee (STCM) is a non-profit organization that partners with high performing and high potential Milwaukee schools.
I was sitting home shelling peas and picking cotton when I decided I didn’t want to do that for the rest of my life. Education was my way out.

That experience is one reason Darrell Williams takes few excuses from the students he works with as principal of Casimir Pulaski High School on Milwaukee’s South Side. Sure, he says, some of his students have tough lives, but “you have to take your experiences and create a better life for yourself.”

Enlisting in the U.S. Army helped Williams pursue his education dreams. Williams, who still serves in the Army Reserves and served a tour of duty in Iraq, says “I consider the Army and education my dual professions.”

Williams used his military benefits to earn a bachelor’s degree in early childhood education from Rust College in Mississippi in 1993. He later earned a master’s degree from Marian College in Wisconsin, and then a doctorate in urban education from the SOE in 2007.

Williams has become well-known for his ability to get parents, students and communities within the Milwaukee Public Schools (MPS) involved in improving schools.

“In his current and previous assignments, he has taken some of the most challenging schools in Milwaukee and created a high level of structure, discipline and educational focus, turning these schools into places of higher learning,” is how an awards booklet from the UWM Alumni Association put it. Williams received a Graduate of the Last Decade (GOLD) award from UWM in 2012.

In MPS, Williams has taught at or helped lead Garland, Carlton, Sherman, Whittier, Rogers Street Academy, Burroughs, Hopkins Street and Madison High School. He’s worked at schools that are predominately African American, predominately white and predominately Hispanic. “I’ve been to many different schools and they’ve all been positive experiences,” he says.

At Pulaski, he brings a combination of incentives, discipline and encouragement to his students.

A new bike, an incentive for a high-performing student, was prominently displayed in his office on a visit earlier this year. No one gets on the school buses after school without a hand stamp verifying he or she was in class.

Signs throughout the school encourage students to stay “On Task,” “On Time,” and “On Mission.”

Williams also focuses on bringing in resources to improve academics. At one school, he established the first junior high chapter of the National Association of Black Engineers – and he’s hoping to bring that program to Pulaski. And in September 2012, Johnson Controls, working in partnership with UWM, donated a plug-in electric and all-electric vehicle to the automotive program at the school, creating what is believed to be the first program in the nation to give students dedicated access to the most advanced vehicle technology. Pulaski also has an ASE-certified automotive program.

His experiences in the Army have taken Williams to parts of the world where education is greatly valued and that also shapes his message to students. “In Haiti, I saw children who got up at 5 a.m. and walked hours to school, often without shoes. So don’t tell me you can’t get out of bed in time to get to school.”

Earning his doctorate at UWM was an important stepping stone for him, says Williams. “UWM helped me build connections and relationships. It helped launch me into the work I wanted to do, taking things to the next level.”

He’s passionate about MPS and committed to helping the students at his school succeed. “There are a lot more positive than negative things and that’s what really drives me,” says Williams. “Every day I wake up determined to make a difference in the lives of these students.”

Principal Darrell Williams offers an incentive for a high-performing student at Pulaski High School.
IF YOU CAN READ THIS, THANK A TEACHER

Celebrating Teachers and Teaching

A metro-Milwaukee-wide celebration to honor teachers and thank them for everything they do.

October 17th
University of Wisconsin-Milwaukee campus

Sponsored by
Metro Milwaukee Area Deans of Education

Member Institutions:
- University of Wisconsin-Milwaukee
- Cardinal Stritch University
- Alverno College
- Carroll University
- Marquette University
- Mount Mary College
- Concordia University of Wisconsin
- Wisconsin Lutheran College
- Milwaukee Area Technical College
- Milwaukee Public Schools
and the Milwaukee Partnership Academy

For details, visit celebrateteachingmke.org
Think his classes are tough? Say hello to Dr. Death

Not too many professors see words like “thrills, horror, chills” on the covers of their publications.

But Aaron Schutz, professor of Educational Policy and Community Studies, combines his scholarship and teaching with a sideline as a successful science-fiction writer.

An anthology of his science-fiction writing, The League of Almost Super Heroes was published in 2012, around the same time that his more academic Collective Action for Social Change was released in paperback. (Marie Sandy, an assistant professor in the same department, is co-author of this textbook on community organizing.)

“It’s a completely different type of writing than I usually do these days,” Schutz says of his exploration of science fiction and fantasy. “I actually started out as a fiction writer, and then became an academic. It’s great training, because fiction writers are always sending stuff out to publishers, getting rejections all the time. The first time I got a set of grumpy reviews about an article, I thought it was great because you usually just get a printed rejection slip for fiction.”

Schutz has loved science fiction since he was a child. He always wanted to be a writer, but got serious when he won a story-writing contest in high school, and was invited to join a monthly workshop in his hometown with award-winning writers Kate Wilhelm and Damon Knight. He eventually earned a master’s degree in creative writing from New York University before changing career directions and earning his doctorate in education.

Through the years, he’s written numerous academic articles and books on community organizing, social change and progressive visions of democratic education. In his off-campus life, he’s also actively engaged in the community, most recently with a group of churches working to increase their spending on minority businesses.

He had mostly stopped writing fiction. Then a few years ago, right before he and his wife adopted daughters Hiwot and Sheta, a three-day novel-writing contest inspired him to take a short break from regular responsibilities and do some serious creative writing. The result was a novelette, Dr. Death vs. the Vampire, which was published in the magazine Fantasy and Science Fiction, and then turned into a graphic novel by A. Kaviraj at Champion Comics, an online publisher.

Schutz describes Dr. Death vs. the Vampire as the story of Dr. Death, an anti-hero and sometime member of the League of Almost Superheroes. His super power is the ability to feel the emotions of people around him. Ironically, Dr. Death isn’t really that empathetic, and he has decided it’s his calling to euthanize people whom he believes would be happier dead. On the run from the law on a Greyhound bus, he runs into a “vampire” of sorts and a conflict begins.

“This is weird stuff,” says Schutz, happily. Champion Comics published another story, “Dr. Death vs. the Zombie,” based on Schutz’s character, and is working on continuing the series. Schutz advises Champion Comics at times, but says he’s done with the characters himself.

“It’s kind of dark, but it’s just this fun other piece of my life,” says Schutz of his science-fiction and fantasy writing. “You get to play out all sorts of interesting things.”

When Dr. Death came out in 2010, Schutz announced it briefly on his education blog: “Just so people know that us academics are not completely pedantic, my novelette, Dr Death vs. the Vampire has just been published in the magazine Fantasy and Science Fiction.” He adds: “My wife got very nervous when I had a bunch of books on how to poison people lying around the house.”

Schutz says he’d like to do more fiction writing, but the rest of his busy life means that probably won’t be happening much in the near future. He’s busy with his SOE research and teaching, writing academic articles and books, engaging in community work and raising his daughters – whose tastes run to much lighter fantasies.
The statistics and the news stories paint a bleak picture of the future for young black men across the nation and especially in Milwaukee.

A 50-percent high school dropout rate; a pipeline that seems to run straight and steady for many from school to jail; a high illiteracy rate; few job opportunities; and a culture that often views them as intimidating or uneducable.

Gary Williams knows the seriousness of the challenges these young men face and is committed and passionate about doing something about it. The “Saving Black Boys Initiative” is the effort Williams, a clinical assistant professor in Educational Policy and Community Studies and director of the Institute for Intercultural Research, created to address their challenges.

The first step toward solutions is to listen and that’s just what Williams and other community leaders did at a forum in April 2012. One by one the boys, ranging from elementary school students to young men, came up to the microphone and talked about their lives, about doing poorly in school or being incarcerated, or trying to turn their lives around. “They just stood up and kept coming.” For an hour or more, the adults just took it in, and were taken aback. “With these boys, how often do we just listen?” asks Williams.

One young participant said: “When everyone around you is doing or selling drugs or smoking weed, it’s hard to find the positive out of that situation. It makes you want to do wrong, too. Honestly, I shouldn’t be alive today.” He added: “Growing up, it was really hard seeing what my mother was going through and my father not being there.”

Panelists included Victor Barnett, founder of Running Rebels, Robert Biko Baker, a hip-hop organizer and activist, and teacher Chris Conley. Spoken Word poet Muhibb Dyer of “Flood the Hood with Dreams” offered an emotional presentation on the too-frequent violent deaths of young black men, clutching a t-shirt honoring his godson, one of those who died too young.
Four key themes came up over and over – the need for jobs, education, community support and mentoring.

“They wanted to know about jobs that are out there,” says Williams. One young man put it simply, “I just want a job, the freedom of having some money in my pocket to help out at home.”

Many of these young men don’t have role models in their families or neighborhoods, says Williams. “The black community has to step up and help these young men understand what it means to have a successful life.”

Their motivation is strong. “Where I come from,” said another young man, “there are shootings. I just want to be successful, that’s all. I want to be somebody.” Another added, “I want to work hard and do what I have to do to support my family.”

Another young man came with his mentor from St. Charles Youth and Family Services. He’d been in trouble with the law, but said, “because of this man I’m going to college this year.”

One speaker talked about growing up with cousins for father figures, but still getting caught up on a wave of shootings, drugs and gangs. He got out of prison in August, and is determined to turn his life around. He educated himself while serving time, and stressed the importance of good decisions. “You’ve got to think of the consequences before you act,” he told the audience of young men.

Escaping from drug-addicted, violent family life is tough, but some are determined. “My mom and dad dug my grave, but I climbed out,” said one young man.

Another young man, now a UWM freshman, talked about the pride in himself he gained when he began studying black history and culture at UWM. “We need all our institutions where we can nurture black heritage in music and art.”

Many community organizations – including those represented at that initial kickoff session – are already addressing some of the issues, but young men often need help in connecting with the resources that are available, says Williams.

The program had positive results in making those connections, some of them immediately. The director of UWM’s precollege program followed up with one of the young men who talked about the difficulty of getting on the right track after a criminal past. The two had lunch and began outlining what he needed to do to improve his school work and focus on attending college.

Williams and the group are now looking at next steps – “Where do we go in light of what we heard?”

The individuals and community organizations at the initial kick-off event began setting up smaller groups to work on the issues. Among those involved were teachers; community activists and representatives from the YMCA; Running Rebels; UWM; Milwaukee Planning Group, LLC; MATC (Milwaukee Area Technical College); Milwaukee Public Schools; Milwaukee County Health Department; and other community groups. Journal Sentinel editorial writer James Causey took an interest in Saving Black Boys and wrote about it in several columns. “Our black and brown boys need help. Most of them don’t know where to turn because society views them in a negative light,” he wrote in November.

One key role UWM can play, says Williams, is connecting community resources to the boys who need help in getting and keeping their lives on track in challenging circumstances. “We should develop a clearinghouse for information that requires an infrastructure and sustainability.”

The Saving Black Boys Initiative’s progress can be tracked through the UWM Saving Black Boys page on Facebook, which reaches back to the boys and young men who’ve heard about it. In November 2012, 60 Milwaukee community stakeholders and activists attended a luncheon at UWM’s Joseph J. Zilber School of Public Health to hear from Dr. Ivory Toldson, associate professor at Howard University and research analyst for the Congressional Black Caucus Foundation. Toldson affirmed the initiative’s “stepping up” and was impressed with the diverse attendees.

Since the initial gathering of Saving Black Boys in April 2012, Williams and community partners have continued holding sessions with young black males. “We need to have these boys come to campus as often as possible,” says Williams. “They need to see they have options and there are people who care for them and who can provide them with what they need to have success.” Williams embraces an adapted statement of Frederick Douglass which applies today: “It is easier to build strong boys than to repair broken men.”

“This is critical to the success and health of the community,” says Williams. “So many boys are just drifting. We want to meet them where they are and move this agenda aggressively forward.”
A
n increasing number of school children don’t have
English as their first language.

The need for teachers who can work with these children is why the
SOE is reshaping its early childhood education program to prepare
more teachers who also have certification in English as a second lan-
guage (ESL) or bilingual education.

“The odds are incredibly high that our graduates will have chil-
dren in their classrooms who are learning English, whether they are
teaching in urban, suburban or rural schools,” says Jennifer Mueller,
associate professor of Curriculum and Instruction.

Mueller, along with Raquel Oxford and Nancy File, also associate
professors of curriculum and instruction, are co-principal investiga-
tors on a five-year, $1.8 million grant from the U.S. Department of
Education’s Office of English Language Acquisition Professional
Development Program to prepare teachers for these new challenges.

In addition to helping revise the teacher preparation program, the
grant will be used to improve recruitment and retention of students of
color and students who are already bilingual, according to Oxford.

The project team will be working in collaboration with a number
of community agencies serving culturally and linguistically diverse
families in southeast Wisconsin, including the Racine Unified School
District, which has recently begun providing bilingual programs for
young children; the Council for the Spanish Speaking, the home of
Guadalupe Head Start, and La Casa de Esperanza in Waukesha, which
serves a large number of English-language learners.

Team members Lourdes Castillo, recruitment and retention
specialist, and Lori Becker, project manager, started visiting the grant
partners in November 2012 to gather information from staff currently
working with English-language learners.

All the partners have expressed excitement about working with
the SOE on this project, according to Castillo. “It is great to be out
in the community to experience firsthand what is taking place in the
classrooms,” adds Becker.

The researchers will also work with Milwaukee Area Technical
College (MATC), providing support for Spanish-speaking early child-
hood teachers to transition to the SOE for a four-year degree and
certification.

Planning for the changes to the early childhood education
program started in May 2012. Students entering UWM as first-year
students in fall 2013 will start in the new program. Students in the
existing program will be phased into the new program over two years.
Some students who are further along in the existing program will
finish under that program. “We expect it to take at least two years to
phas in all students participating in the new program,” says File.

The new program will give students five options says Mueller:
• Early Childhood Education
• Early Childhood Education with certification
• Early Childhood Education certification with ESL certification
• Early Childhood Education certification with bilingual certification
• Early Childhood Education certification with ESL and bilingual
certification.

The program coursework will be designed so that all students will
be able to work more effectively with children who are learning English.
Students can achieve the additional ESL certification by passing a
state-required Praxis test and student teaching in a classroom with
children who are English learners, says File. “However, there is no
additional required coursework, since the program coursework will
incorporate the competencies for ESL/bilingual certification,” she says.

“Giving students the opportunity to add on the ESL/bilingual
certification will result in better prepared, as well as more marketable
teachers,” says Oxford.

Currently, the SOE’s early childhood program graduates about
80 students a year. With the grant’s emphasis on more recruitment
and retention, and building bridges for students from MATC, those
numbers should increase, she adds.

Nationally and in Wisconsin, the number of students who are non-
English speakers in early childhood programs is increasing, according
to researchers. In Head Start nationally, more than 30 percent of all
students are dual-language learners; in Wisconsin, 23 percent are
dual-language learners, and those numbers are growing rapidly.

“School districts across the state continue to see increases in the
numbers of linguistically diverse children and families,” says Mueller.

Shannon Venegas, a UWM alumna, teaches in Spanish in a bilingual
classroom at the Racine Early Childhood Center, one of the partners
in the grant program. UWM education senior Cynthia Godinez
taught with Venegas as part of the bilingual learning experience.

FROM LEFT: Raquel Oxford, Nancy File, Jennifer Mueller,
Lourdes Castillo, Lori Becker
How a $1.8 million U.S. Department of Education grant to the SOE will help.

‘Odds are incredibly high that our graduates will have children in their classrooms who are learning English.’
If you look, you can find many ways to help people in need. Muneebah Abdullah was a police officer for a time; now she is a counselor at The Healing Center in Milwaukee, working with victims of sexual abuse and trauma.

Her career transition became a reality when she visited the UWM campus and felt comfortable enough to begin pursuing her undergraduate degree in psychology, followed by a graduate degree in Educational Psychology, with a focus on community counseling and a certificate in trauma counseling.

“I really liked community counseling because it meant looking at people beyond the medical view, and seeing them as people who are struggling with day-to-day issues, sometimes just needing a place to process that,” says Abdullah.

After working as a program assistant at Diverse and Resilient Inc., a nonprofit organization whose mission is the healthy development of LGBT people in Wisconsin, Abdullah became a counselor at The Healing Center, which offers sexual abuse and assault survivors and their loved ones opportunities for healing through support, advocacy and community education. She had already completed her UWM practicum work at the agency, where she works with female and male adults.

“I just met with a client I had been seeing for two years,” says Abdullah. “She came back to do a checkup, and she has reached the point where she was now empowered, challenging things that don’t feel right for her. Using that voice, she’s reached a point where she says that now, she’s ‘trying to make it louder.’ ”

Abdullah says that Assistant Professor Shannon Chavez-Korell was instrumental in her education as a community counselor.
Administrative leadership adult and higher education graduate student Lisa Coryell applies her graduate classes to everyday life when she goes to work in the campus Military and Veterans Resource Center (MAVRC) to be a mentor, aide, and “den mother” to the university’s military members.

Coryell is a retired private first class. She enlisted in the Army in 1983 at age 17. Two years later she blew out her knee in a routine training exercise and suffered a traumatic brain injury from the anesthesia used during the surgery. She was then deemed a “Service Connected Disabled Veteran” and given a military retirement, ending her career in active duty but transitioning her to a career in academia. She still suffers from ailments such as multiple sclerosis. “[Working in MAVRC] is something I can do, and I can do it well,” says Coryell.

Despite not being an active member of the military anymore, Coryell still feels a strong need to aid her fellow vets at UWM. “First and foremost I am an educator,” says Coryell. “I feel I have a personal responsibility to educate and inform students, staff, faculty and administration about military and student veterans because I am a student veteran.”

When Coryell came to UWM’s Student Veterans of America chapter in January 2012, it was struggling with only four active members. “I started a recruitment and engagement campaign to develop the SVA chapter from the ground up and took an active role on the Veterans Advisory Council for veterans’ issues on campus as a student rep,” says Coryell. Since then Coryell has helped to grow membership to more than 80 veterans on campus by using her academic training to help her communicate efficiently with the veterans who stop by the center.

“Some vets feel they are behind because they know people their age graduating, getting married and starting careers,” says Coryell. “I tell them they are not behind, but they are really ahead because they are already on their second career.”

Both Coryell’s father and stepfather were military men. In fact, Coryell can trace her military roots to the Revolutionary War. Her ancestor George Coryell was a Revolutionary War lieutenant as well as a pallbearer for George Washington. He also operated the ferry that Washington used to cross the Delaware River in 1776. Because her family history is rich with military influence, it is no surprise that Coryell found it her duty to serve her country as well.

Mario McCoy is an SOE graduate student as well as Community Resource Coordinator for Community Advocates, a local nonprofit organization that focuses on providing individuals and families with advocacy and services to meet their basic needs.

The 28-year-old is pursuing a master’s degree in administrative leadership/higher education, which will be his second degree from UWM – his first being a business administration bachelor’s degree with a concentration in human relations and resources. McCoy’s course work parallels his professional work at Community Advocates in many ways.

In class, McCoy focuses on strategic planning and budgeting which are useful when gathering resources for his clients and community. His emphasis on higher education puts McCoy into the mindset of working with adult students, which is a key to his work with Community Advocates because all of his clients are adult men.

McCoy works with men who are around twenty years old and from the inner city of Milwaukee. As a graduate of Milwaukee’s Vincent High School, McCoy can also count himself as a twenty-something from the city. “Most are apprehensive prior to being in the program,” says McCoy. “They have a preconceived notion that I’m a teacher rather than a counselor. Then they start open dialogues and it’s easy to share their stories because I look like them and I can relate.”

McCoy’s family had a large impact on his dreams of higher education. While neither of his parents attended college, they still taught him the importance of an education. “I also had an older sister who is legally blind and finished her undergrad and graduate degrees,” says McCoy. “If she can do it, I can do it with contact lenses.”

McCoy has set his sights on a Ph.D in the future. “I can’t live with myself if I don’t get it,” he says. “I know I am crazy for it, but it’s good to live and breathe in passion for something.”
The teaching of mathematics and English language arts in Wisconsin is going to change substantially in the future – and the SOE is preparing its own students as well as educators in Wisconsin to meet these challenges.

New definitions of learning expectations for students and assessments, collectively known as the Common Core Standards, are being implemented in the state and around the country. In many cases, they will mean that teachers and administrators will adjust their teaching methods, as well as how and what they expect students to learn.

In Wisconsin, State Superintendent of Schools Tony Evers announced the formal adoption of Common Core Standards for English language arts and mathematics in June 2010. Eventually, the state Department of Public Instruction (DPI) plans to consider revisions of curricula in other subjects, such as science and social studies.

“These English language arts and mathematics standards will serve as a solid foundation to ensure that every child is a graduate ready for the workforce or postsecondary studies,” Evers said at the time of the announcement. “Higher student achievement is driven by rigorous standards, high-quality curriculum, and assessments that provide meaningful feedback to improve instruction.”

The Common Core Standards grew out of a spring 2009 push by the National Governors’ Association and the Council of Chief State School Officers to assure consistency in mathematics and English language education from state to state, while presumably improving teaching and learning. Wisconsin is participating with some 25 states in the SMARTER/Balanced Assessment Consortium, working to establish new assessment tools through which students demonstrate their proficiencies, mathematical reasoning and decision-making that are supported through classroom instruction.

The state-wide implementation of the Common Core Standards is expected to come in three phases, from 2010 to 2015. According to the DPI web site, it will partner with local school districts, universities and education organizations to provide curriculum models and online resources to facilitate transition to the Common Core Standards.
There are approximately 430 school districts in the state.

What does all this mean for instructors in mathematics and English language arts at the SOE? Faculty members in both areas have been introducing their students to the relevant concepts for some time.

“Our teachers and students need to understand mathematics as a whole that is connected and related. The Common Core mathematics is organized in major content domains across grades, which include multiple cluster statements in a grade, trying to provide a bigger picture of what the standards statements involve and call for,” says Henry Kepner, SOE professor emeritus of mathematics education and former president of the National Council of Teachers of Mathematics. “One of the challenges of the standards is that if you look at the standards statements just superficially, they can look like a bunch of bullet points, a checklist. Patrick Hopfensperger, DeAnn Huinker and other colleagues have been building coursework that tries to avoid that.”

In addition to moving the learning of certain concepts and skills to different grade levels, the Common Core Standards also call for a different approach to teaching, says Kepner.

“Teachers and administrators need to know if students are communicating with each other in the classroom, if they understand the concepts behind what they are learning. It’s called sense-making versus answer-seeking. We’ve created protocols for that: Do you see students in your classroom discussing math? Are they challenging one another, even the teacher, on their conjectures and justification?”

Beginning in January 2012 at the request of the DPI, Kepner, Huinker and Henry Kranendonk from the SOE, as well as Kevin McLeod from UWM’s mathematics department, met with the Wisconsin Mathematics Leadership Team to identify mathematics-specific examples of indicators that the Common Core Standards should implement at the district and school levels; to identify and prioritize statewide needs relative to the standards at each level (elementary, middle school, high school, post-secondary); and to develop recommendations and guidelines related to the transition to the standards.

Tom Scott, a lecturer in curriculum and instruction, described the SOE’s process in English language arts.

“We’ve been doing a lot in our courses, talking about the issues surrounding the implementation of the standards. In language arts, for example, there is a distinct shift away from purely literary texts into more informational kinds of texts,” says Scott.

Traditionally, literature texts have included poetry, novels, drama and a strong dose of Shakespeare. The texts to be taught under the new standards include more persuasive and informational material – speeches, essays, and rhetoric – with an emphasis on foundational documents such as the Declaration of Independence and what is commonly known as the Iroquois Constitution. Scott says he sees a similar shift in the teaching of writing.

“This has instructional implications for UWM. Within our classes we are moving to equip our students to deal with both kinds of shifts.”

Like faculty in mathematics education, Scott has been a consultant to school districts in Wisconsin, helping them to align their K-12 curricula with the standards in reading, speaking, listening and writing.

Kepner says he, Huinker and Hopfensperger have worked with 20 school districts in the state, as well as with the Wisconsin Mathematics Council and the Wisconsin Statewide Mathematics Initiative, to guide implementation of the standards. “It can be pretty spotty,” he says of the progress toward implementation.

“There are different resources for that in different parts of the state.”

continued on next page
The SOE also developed and is leading the Common Core Leadership in Mathematics (CCLM) project, designed to help local schools make the transition to new academic standards for mathematics education.

“This is really cutting-edge work,” says DeAnn Huinker, professor of education, one of the UWM faculty members involved in the local CCLM partnership. Other partners include the public school systems in Milwaukee, Wauwatosa, Greenfield, Cudahy, Mequon-Thiensville and South Milwaukee.

The new common core standards are designed to help students gain a deep, fundamental understanding of mathematics,” says Huinker, “but they will also allow for valid comparisons across states.” The new standards will also focus on how mathematics works in everyday life, says Huinker, “This approach really respects the discipline of mathematics and what we know about how students learn.”

The new standards encourage the use of visual tools like number lines, bar charts and tape diagrams – drawings that look like a segment of tape, which are used to illustrate number relationships. These tools are widely used in high-performing schools in Asia and Europe.

The common standards concept borrows ideas on teaching from states and countries whose students do well in mathematics, says Huinker. “The U.S. is criticized as having a fragmented, incoherent curriculum that’s a mile wide and an inch deep.”

The Milwaukee-area educators involved in the common core standards professional development program earn five credits at UWM with tuition waived. The program is funded by the U.S. Department of Education through the UW System’s Teacher Quality Initiative.

A teacher works on a fraction problem in the Common Core Leadership project. This year the SOE held a second set of workshops for area teachers, some of whom will become leaders in their own schools to inform others about teaching with the new standards.

“SOE instructor Tom Scott has concerns about the shift away from literary texts to persuasive and informational texts as recommended by the Common Core Standards.

“I have nothing against developing the reading and writing skills of our students, but from the beginning I have expressed concern about the loss of a humanities perspective in the standards,” he says.

Scott says he is worried that schools may develop skilled readers, but readers who choose not to read later in life because they have not found the value and pleasure of reading.

“We consider ourselves part of the humanities, and as such we value experiencing literature aesthetically. We read to understand ourselves and the world in which we live. Understanding other people develops empathy,” says Scott. “The old standards said that we read to understand the human experience. There’s a preamble in the new standards that pays lip service to this, but you won’t actually find it in the standards themselves.”

Scott says English language arts faculty is working with SOE students to help them understand the new standards within a larger context of reading and writing for more traditional outcomes.

The Common Core State Standards Initiative website (www.corestandards.org) lays out the general rationale for the standards in both mathematics and English language arts. Here is what the website says about the standards for the latter:

“The standards set requirements not only for English language arts but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

As a natural outgrowth of meeting the charge to define college and career readiness, the standards also lay out a vision of what it means to be a literate person in the 21st century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace.

Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.

In short, students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.”

Housed in the SOE’s administrative leadership department, the center’s focus is on helping education administrators in urban elementary and high schools as well as colleges and universities improve their leadership practices, according to Alfonzo Thurman, director of the new center. Thurman is a professor in the administrative leadership department and former dean of the SOE for 10 years.

“Numerous studies have shown that strong leadership is critical to the success of schools, particularly in urban areas,” says Thurman. “The mission of this center is to conduct applied and empirical research and provide evaluations and assessments to inform school leadership about best practices in school leadership and assist them in adopting those practices.”

The center conducts research on school and university administrative and leadership practices; policies that affect those practices; works with school and university leaders to improve their practice; along with writing scholarly articles on school and university administration and leadership. Several faculty members working with the center are currently pursuing research on five UWM authorized charter schools to determine what factors make them successful and developing programmatic initiatives to help prepare assistant principals.

In the future, the center will explore developing an executive leadership graduate certificate, Thurman says.

In addition to Thurman, the faculty of administrative leadership will serve as members of the center, along with faculty from other SOE departments and UWM schools and colleges. Affiliate faculty members will include Stafford Hood, professor and associate dean for research, University of Illinois at Urbana/Champaign, and Richard Schwab, endowed professor, University of Connecticut. A graduate assistant and program assistant will also be part of the center staff.

Thurman has extensive experience in researching and working on issues related to school leadership. He is past president of the Holmes Partnership, working with a national network of schools, teachers’ associations and other community organizations to improve teaching and learning.

He has also been a member of the board of directors for the Council of Academic Deans from Research Education Institutions (CADREI) and the American Association for Colleges of Teacher Education (AACTE), and served on the national faculty for the professional development of deans of education.

While dean at the SOE, Thurman convened the Metropolitan Milwaukee Area Deans of Education (MMADE), an outgrowth of his work with the Milwaukee Partnership Academy.
That’s the thinking behind equine-assisted therapy, which brings people together to ride or work with horses. With the help of counselors, many are able to begin to address problems in their lives.

“Horses are very empathetic animals,” says Lisa Engel. “They seem to sense people’s moods and respond.”

Engel, who works in the SOE four days a week on the administrative support staff in the school’s advising office, also spends two days a week as part of the counseling team at Stepping Stone Farms, near Franksville.

An Army veteran with a master’s degree in educational psychology-community counseling, Engel needed 3,000 hours of counseling experience to earn her state license. She met Lia Sader, the executive director of Stepping Stones Farm, who invited her to join the team at the farm for her counseling experience.

Although Engel had never worked with horses before, the philosophy of the farm and the rural setting attracted her.

“I like the idea of trying different things,” she says of the equine therapy approach. She quickly learned the names of all the horses, and discovered that each had its own personality. All the horses at the farm are gentle and used to working with people, but they are large animals and need to be treated with respect and care, she notes.

Engel completed a seminar on equine therapy offered through Greg Kersten’s OK Corral Series. Kersten is the founder of EAGALA (Equine Assisted Growth and Learning Association), an international nonprofit association for professionals using equine therapy to address mental health and human development needs.

Clients who come to the farm can try riding or simply grooming the horses, whatever they’re comfortable with. The key to success, says Sader, is building a trusting relationship with the horse. With the help of counselors, clients can learn to overcome their fears, build non-verbal communication skills, and gain self-confidence and self-control.

The nonprofit farm offers therapy, group counseling and learning programs. The therapy clients are referred from employee assistance programs or other agencies. Some come on their own; they may be abuse victims, struggling with behavior issues, post-traumatic stress, low self-esteem or stress and anxiety.

Working with the horses helps eliminate some of the stigma of going to therapy, especially for young people, says Sader. “They like to say they’re going to their horseback riding lesson instead of saying they’re going to therapy.”
Working with veterans is very much a bonus of her experiences at the farm, says Engel, who served for three years in a military intelligence unit in Panama. After her marriage to another soldier and her discharge from the service, Engel moved to South Korea, working as a teacher at a school near an Army base. She completed her 600-hour counseling practicum with Veteran Quest, an organization which offered counseling services at no charge to veterans and their families.

Engel would like to get more student/veteran groups involved at the farm. “We are really hoping to make a connection with the student veterans’ groups on campus to volunteer, and to receive services if they want,” she says.

Veterans are traditionally a very good source of volunteers for all kinds of community projects, says Engel, because they like to continue to serve after they leave the military. Individuals or small groups of veterans have helped out at the farm, putting up fences around the pasture area and building the tack room.

The farm has also begun working with veterans, many of whom have found their way there without referrals from formal programs. The facility is part of Operation Free Ride, offering rides for veterans and their families, and is also reaching out to veterans with issues related to their service.

Just being active can help veterans suffering from anxiety, stress and insomnia, says Engel. “It’s a very therapeutic environment. The ‘therapy’ doesn’t necessarily need to be formal to be effective. So vets who may not be ready to admit they want or need help can begin to heal in the environment and learn from the animals.”

For example, the non-verbal communication needed to work with the horses can help stressed veterans begin to rebuild their abilities to communicate with others close to them. Handling large animals also requires respect, focus, control and patience, all of which can help in dealing with post-war stresses, says Engel. And most of the horses have been rescued from abuse, evoking empathy from veterans and other clients who’ve also suffered.

Cats and dogs and other pets can be a comfort as well, says Engel, but the horses are especially helpful in therapy because they are so sensitive to human emotions and feelings. If treated with respect, they bond with people in remarkable ways. One day a veteran who came out to the farm to help out was feeling upset because of personal troubles related to his post-traumatic stress syndrome. One of the horses just put his head down on the veteran’s shoulder, Engel recalls: “That was what that guy needed at that moment.”
Mary Kellner is a philanthropist well-versed in education issues, particularly those involving urban education. Her own studies inform the giving decisions she and her husband, Ted, make.

In addition to earning a degree in educational psychology from the SOE, Kellner has a bachelor’s degree in education from UW-Madison, and a doctorate degree from Cardinal Stritch University. Her doctoral dissertation focused on school culture and the factors that make a good school. Part of the reason for that, she says, was to better understand education issues “so in our philanthropic giving, we could put our money where it’s needed.”

Kellner, who received a Lifetime Achievement Award from the UWM Alumni Association in 2012, has been a teacher, school counselor, community volunteer and philanthropic supporter of education efforts.

Through the Kelben Foundation, Mary and Ted Kellner have supported multiple health and education initiatives, including scholarships at UWM and the SOE’s endowed professorship in early childhood education. The Kelben Foundation’s current focus has turned to supporting schools that are working well. One of these is Milwaukee College Preparatory, a school chartered through UWM and the SOE, which now has three elementary schools under its umbrella. Mary and Ted Kellner were two of the co-chairs who led a successful $9-million dollar capital campaign that will enable the school to expand to 1,500 students by 2015.

“Rob Rauh (the school’s chief education officer) believes that every child can learn and it’s our job to teach them,” Mary Kellner says. She says she likes that philosophy “as it is empowering for both students and teachers; it sets high expectations for both.”

Urban schools have long been a focus of the Kellners and the foundation. While Mary Kellner’s knowledge about urban schools has grown over the years, it was sparked by her experiences at Milwaukee’s Keefe School during a practicum while she was a student at UWM.

“It was my first foray into urban education. I realized the kids that were there had a lot more challenges, and saw the discrepancy between what suburban schools had and what city schools had,” she recalls.

One of many projects Kellner and her husband have worked with to help urban schools involved Clarke Street School. Through the “I Have a Dream Project,” the Kellners and others offered to sponsor a scholarship for all the first-grade students who graduated from high school ready to enroll in college. The experience has been bittersweet, she says, with many of the 72 original students moving away and academic progress for those who remain slowed by the many challenges faced by students in urban schools.
Still, her view of education is strongly supportive of reforms that work. She likes the enthusiasm that Teach for America students bring to classrooms, even though the program is not always popular with schools of education, which have concerns about students’ lack of training in pedagogy. “The results in many classrooms are outstanding, so I’m going with what works,” says Kellner.

She would also like to see under-performing schools closed, Milwaukee Public Schools’ residency rules for educators eliminated and principals given the opportunity to pick their own teaching teams. “Unfortunately the politics often get in the way of school reforms that need to be,” she says.

However, she does find some recent developments with MPS promising. “I’m finally seeing a sense of urgency about the problems we have.” She thinks changes are beginning to occur more quickly. The Milwaukee Succeeds initiative – designed to get students reading by third grade – is a major supporter of early childhood education, which has concerns about teachers’ lack of training in pedagogy. “Once a child starts off behind, it’s really hard to catch up,” she says.

Good teaching is critical in urban classrooms, and she urges education students and classroom teachers to not be afraid to videotape themselves teaching, to work with master teachers, and to embrace constructive criticism and continue to perfect their skills. She points out that, “Unfortunately, professional development is one of the first things to go when school budgets are cut, especially in city schools.”

Based on her experiences as an educator and philanthropist, Kellner recommends that schools of education and their students focus on not just learning academic subjects, but also how to manage classrooms and make the subjects interesting and relevant to younger students.

Knowing how to engage students is an extremely important teaching skill, she says, and she has this advice for new teachers: “You have to look at each child as an individual, and see how to meet their needs. Let them know that you care for them. They have to know their teacher is really concerned and interested in them. Be diligent in learning about each child, their strengths, weaknesses, hopes and dreams. Each child is unique – get to know them.”

SOE’s Kellner Professorship provides support for research in early childhood education

Mary McLean, Kellner Professor of Early Childhood Education, was selected in 2007 as the first to hold the endowed professorship. She was honored, she says, to be chosen, and feels the funding has had a ripple effect within the university and broader community.

“The support provided by the Kellner Professorship has yielded substantial benefit for my work,” she says, adding “What is equally important, however, is the broad and cumulative impact of the professorship across the School of Education and the Milwaukee community. The professorship has served as a strong affirmation of the importance of interdisciplinary and collaborative research that leads to improved early care and education programs for children in our community and in our state.”

The support of the Kellner Professorship helped her obtain external funding and was instrumental in a number of early childhood research and training projects. She summarizes them:

• The Kellner Professorship helped to support a partnership with the Educare Center of Milwaukee to evaluate that program’s effectiveness in preparing young, at-risk children for kindergarten. The research which has resulted from this work is now informing early education policy on a national level.

• The professorship augmented a research grant from the U.S. Department of Education and the Institute of Education Sciences on professional development for teachers. The results of this research are now being implemented in the Department of Exceptional Education teacher certification program at UWM, as well as in other schools of education across the country.

• The professorship added to a personnel development grant which provides scholarships for UWM students in Early Childhood Special Education and provides on-site coaching for first year teachers in Milwaukee Public Schools and other area school districts.

• The professorship added support to the development of technical assistance and teacher training materials for Head Start programs across the country in their work to ensure that young children living in poverty are prepared for kindergarten.

“If I could summarize my experience as the Kellner Professor in one sentence, I would say it has provided the immeasurable gift of recognition for good work and service to the community, not only for me, but for the School of Education and for UWM.”
A student who didn’t show up for an appointment inspired Susana Muñoz to begin researching the experiences of undocumented students. “This topic sort of found me,” says Muñoz, now SOE assistant professor of higher education. Muñoz recalled the experience in an essay for “21st Century Scholar,” a blog administered through the University of Southern California (USC). She was working in an academic services program for low-income and first-generation students when a friend called her seeking help for a Mexican-American student. After discovering the student was “undocumented,” Muñoz realized helping the student within working hours might jeopardize the federal funding of her program. She offered to meet with the student at an off-campus location during her lunch hour. He never showed up.

“That bothered me immensely,” says Muñoz, a U.S. citizen who came here with her family at age 6 from Mexico. “Yet perhaps this student felt it was unsafe to see me.”

When she started her dissertation at Iowa State University, Muñoz began looking at the factors that helped undocumented Mexican women persist and succeed in college in the U.S. As she interviewed these students, she became more aware of the privileges of her U.S. citizenship and the sometimes frightful lives of the undocumented students.

“I never thought about issues of transportation. I never knew they didn’t have drivers’ licenses until much later in the study.” When she traveled with them by car, “I never once thought about how scary a traffic violation and the presence of police officers could be for them.”

In the four years since completing that dissertation, Muñoz has focused on identity issues that undocumented students face, how colleges and universities deal with these students, and on students who are “coming out of the shadows,” advocating for changes to immigration policy.

Many of these young people are highly motivated to complete college, says Muñoz, and unafraid to speak out. “For the women in my (dissertation) study, obtaining a college degree was one way to honor the sacrifices made by parents, but more importantly, they...
viewed a college education as a pathway to gaining legal status or perhaps developing the confidence and communications skills needed to defend their own human rights.”

Recent events have removed one barrier for some undocumented students. The Obama administration announced a new policy in 2012 allowing young people who were brought to the United States as children to apply for a work permit, with a two-year stay on deportation. Experts say that change will motivate many to pursue higher education and allow those already in school to make plans for work in their field after graduation. “Undocumented students are cautiously optimistic about the impact of this policy change,” says Muñoz.

Still, numerous challenges remain. She now is looking at how colleges and administrators work with undocumented students. For example, these students now must pay out-of-state tuition at public colleges in all but 12 states, according to the Chronicle of Higher Education.

Universities take a variety of approaches to making decisions about in-state tuition, financial aid and other assistance to undocumented students, says Muñoz. Often such decisions are made on a case-by-case basis, with universities reluctant to set specific policies. “They approach the issue with caution because they don’t want to draw attention to this issue, which might have repercussions with their constituents. That’s the reality of the political context.”

Her research also focuses on the complexities of undocumented students choosing to go public with their status.

Many are inspired by the need for social activism, pushing for general immigration reform and, in particular, for the Dream Act (Development, Relief, and Education for Alien Minors). The Dream Act could make it possible for undocumented students to qualify for financial aid, in-state tuition and other support services, and open a pathway to citizenship for those who arrived in the U.S. as children. Many such students have grown up in the U.S. and already feel like citizens, even though some have had to be cautious about admitting their status for fear of deportation, according to Muñoz.

These student activists are increasingly choosing to go public. “They are saying ‘this is who I am.’ It gives them a sense of liberation to proclaim themselves as undocumented and unafraid,” says Muñoz. “Coming out of the shadows is a complex process and these college students are just trying to get an education, like other students.”
The SOE is preparing for a major change in how the work of student teachers is assessed in the classroom.

The edTPA (for educative Teacher Performance Assessment) – a method to measure students’ readiness for licensure that’s available nationally – was created by Stanford University faculty and staff with advice from teacher educators, including the American Association of Colleges for Teacher Education. The edTPA requires evidence of teaching competence from student teachers (in edTPA parlance, known as teacher candidates) drawn from a subject-specific learning segment – three to five lessons from a unit of instruction for one class. The “artifacts” from these single-subject/multiple measurements will include video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries.

Wisconsin is one 25 states that currently are participating in the Teacher Performance Assessment Consortium (TPAC), which includes representatives from state education agencies and more than 90 institutions of higher education.

These new assessment methods are new and complex enough that Dean Carol Colbeck has designated an SOE faculty member and a staff member to recommend how the school will adopt them to its use, assisted by a steering committee with representatives from across the SOE and Peck School of the Arts in initial licensure programs.

Although students won’t be required to successfully complete the edTPA as a condition of licensure in Wisconsin until August 2015, Angel Hessel, lecturer in Curriculum and Instruction, and Matthew Belskie, information process consultant, have been working on edTPA requirements since fall 2012.

Among all these requirements, it is the use of those video clips – perhaps not surprisingly – that has caught everyone’s attention.

“The edTPA is designed to answer one simple question: is this teacher candidate ready to teach?” says Hessel. “The newest area involves the videotaping requirement. The edTPA is designed to show the connection between teaching and student learning in the classroom. Students will need to be trained to take video, store it, upload it, and select the portions of the videotaping that best demonstrate their instruction and student learning.”

Because the edTPA is designed to more clearly show the connection between teaching and student learning, all teacher candidates will be required to submit two taped segments of their classroom instruction, a total of 15 to 20 minutes. These segments are intended to be culled from a much larger amount of taped material, for which each teacher candidate will be responsible. Like all the assessment requirements, these video segments will be graded by educators in k-12 and higher education faculty who are trained scorers. They will be independent of both Stanford University and Pearson Education, the giant education-materials company that will be coordinating the submissions from student teachers around the country.

The videotaping has already raised a number of questions, which have been a major focus of Hessel’s and Belskie’s research. They have been working with UWM and SOE technical services, UWM campus security, and other schools of education, including the University of Cincinnati, to find the answers.

For example, the ongoing use of these recordings by SOE faculty may help provide examples of how SOE curricula may be adapted to further strengthen content and pedagogy.

“In Wisconsin, all the schools of education are mandated to participate, but it’s a matter of scale because of our size,” says Belskie. “For example,
Assessing the assessment:
Katherine Hudson, left, Molly O’Connor and Katie Newhart, SOE teacher education students who participated in a pilot program to help the school prepare for edTPA requirements.
The new edTPA at a glance:

- Will be required in Wisconsin for licensure and program approval, with a target date for full implementation of 2015-2016 for candidates for initial licensure who complete after August 31, 2015
- Will replace the SOE’s exit portfolio for initial licensure, but not the mid-point assessment, in which students will need to show developmental growth on standards prior to student teaching
- All subject-grade specific Assessment Handbooks for student teachers will be organized under four tasks:
  - Planning Instruction and Assessment
  - Instruction and Engaging Students in Learning
  - Assessing Student Learning
- In each of these tasks, student must provide an in-depth “commentary” and specific artifacts/evidence

storage of these recordings is a huge issue. Does the campus have the capacity to store these now and for years to come, because we want to keep these recordings for students’ future use and for use by our faculty in adapting our own programming.”

As part of the school’s preparation, faculty members Hope Longwell-Grice and Alison Ford helped to obtain grants from the alumni Women’s Giving Circle to support five current students who will participate in an edTPA pilot program – including grading and scoring their assessments. Their experience over two semesters will be invaluable in planning for full implementation of the edTPA in 2015.

“Their work will help us address potential glitches in our planning,” says Belskie. “What works, what doesn’t work, and of course, do the students pass? What will we put at the top of our agenda in the next few years?”

According to Education Week magazine, researchers are conducting a national TPA pilot program, collecting outcome data such as GPAs, scores on licensing tests and standardized test data for students taught by pilot teachers. Their task will be to figure out the relationship between scores on the exam and these other factors. The magazine wrote that it is estimated that data from this pilot program may be available over the next two years.

The details to work out for edTPA’s video requirement will be many, in a perplexing array: What kind of recording device will work better, iPad or camera? Will the sound quality be adequate? What happens if the recording is accidentally erased or lost? Will parents of school children accept the videotaping consent form that’s been developed by the SOE? Will students pay the $300 fee associated with submitting the various edTPA materials, or will UWM? Will the educators who score the materials be familiar enough with urban school districts such as Milwaukee’s to fairly evaluate the students’ materials?

Another unanswered question involves assigning of passing scores. Trained reviewers from around the country will grade the portfolios on a scale of 1 to 5. A score of 3 or higher is typically considered a passing score, but it’s not clear now what Wisconsin will accept as a passing score.

To help with planning for these issues and others, the Women’s Giving Circle grant is also funding professional development for SOE faculty members, scheduled for April 26. By that date, three of the students in the pilot program are expected to have completed their edTPAs, and they will share their experiences with faculty members.

Nationally, the edTPA is not without its skeptics among educators. Some students and faculty at the University of Massachusetts, for example, are refusing to participate, saying they object to Pearson being in charge of arranging the scoring process, instead of teachers and faculty members.

Those who helped develop the program are adamant about its value.

The New York Times recently quoted Raymond L. Pecheone, a professor of practice at Stanford who leads the center that developed the new assessments within the edTPAs. “It is very analogous to authentic assessments in other professions, in nursing, in medical residencies, in architecture. In its most basic form, we collect authentic artifacts of teaching that all teachers use on the job.”

In the same article, Linda Darling-Hammond, an expert on teacher education at Stanford who led President Obama’s education policy transition team, said the new evaluation methods were critical to any classroom reform efforts. “Teaching is action work,” Ms. Darling-Hammond was quoted as saying. “You have to make a lot of things happen in a classroom with a lot of kids, effectively. You cannot just have book learning. It is not enough to pass a paper-and-pencil test, or even to have taken a bunch of classes in an education program. You have to be able to demonstrate whether you can actually teach.”
The Electa Quinney Institute for American Indian Education and the SOE have received a $1.2 million grant which will be used to provide training for 20 American Indian post-baccalaureate students who wish to be early childhood education teachers in their native cultures. American Indian tribal governments from around the state are partners in the grant.

The grant from the federal Department of American Indian Education is intended to help relieve a shortage of American Indian teachers in pre-K to third grade, according to David Beaulieu, director of UWM’s Electa Quinney Institute. While there are many American Indian students in these early grades, there are few American Indian teachers. “It’s not simply a program that focuses on producing more Indian teachers,” he says. “It’s a program that wants Indian teachers to actually serve as teachers in their own communities, or in other Indian communities.”

The program will be aimed at American Indian students who are already culturally sensitive, says Beaulieu. “Our job is to provide a kind of training that will enable Indian students to use that knowledge they have, and to develop effective strategies that are used for teaching in (Indian) schools.”

Participants in the grant’s program will receive two years of in-state tuition, a monthly living stipend, a monthly dependent allowance, a book allowance, and an iPad. All of these accommodations are to ensure that students who partake in the program are able to learn effectively in a comfortable atmosphere. Once students finish the program, they are expected to spend at least two years teaching in a primarily American Indian school.

Beaulieu and several others in the SOE, the HoChunk Nation, the Oneida Nation of Wisconsin, the Stockbridge-Munsee Mohican Tribe, and the local Indian Community Schools will review applications and select the 20 American Indian students for the program. Ten recipients will start their training in the 2013 spring semester, and the remainder will follow in the spring of 2014.
From zebrafish hopped up on caffeine, tobacco and alcohol – to tribology (how surfaces interact through friction, lubrication and wear) – SOE faculty members are introducing Milwaukee area students and their teachers to science.

The zebrafish and those interacting surfaces are parts of two recent projects aimed at improving science education in Milwaukee Public Schools (MPS) and suburban districts.

Tenor High School students and others studied the impact of environmental factors such as caffeine, tobacco and alcohol on developing zebrafish embryos. The hands-on research lesson was made possible through a SEPA (Science Education Partnership Award) grant that brought together 22 city and suburban schools with educators and scientists at UWM who work on environmental issues.

The program was funded through a National Institutes of Health (NIH) grant to the Children’s Environmental Health Sciences Core Center, involving UWM, the Medical College of Wisconsin and the Children’s Research Institute.

The center, which studies how environmental factors impact children, includes this education component to encourage high school students to study environmental issues, says David Petering, distinguished professor of chemistry at UWM and leader of the project.

Craig Berg, professor of Curriculum and Instruction, and an expert on teaching science, was co-leader of the project, and researchers from UWM’s School of Freshwater Sciences were resources for the high school teachers.

In addition, Milwaukee high school students were able to learn more about how the mathematics, physics or other natural sciences they are learning in classes are connected to the real world.

Eight teachers from Milwaukee provided examples of those connections after six weeks working in engineering laboratories at UWM last summer as part of the Research Experience for Teachers (RET).

The RET program in engineering was one of several partnership programs UWM has with area teachers. This experience focused on research experience in engineering because there is such a great need for Milwaukee-area students to enter the field, says Greg Callan, project administrator for the engineering RET program.

Berg, the co-principal investigator, and SOE associate professor Tracy Posnanski, guided the teachers in these efforts. They provided instruction about the latest educational standards and worked with teachers to transform their experiences in the labs into lessons in the classroom. Callan is a doctoral student in the SOE’s Educational Psychology department as well as a research assistant in engineering.

“It’s amazing what UWM has helped us bring to the classroom,” says Amy Zientek, a science teacher at Union Grove High School then in her second year with the SEPA program. “We were able to do research in the classroom so the students could not just talk about, but actually see the impact of environmental agents.”

The UWM team worked with biology and environmental science teachers to develop the hands-on experiences and lessons. In the case of the zebrafish embryo experiment, caffeine, nicotine and alcohol were among the environmental factors tested. “We try to pick examples that are relevant to the students,” says Petering.

“You could see the wheels turning,” says teacher Annie Levendusky of Tenor. “It really got them thinking about health and things women do when they are pregnant.”

Teachers took part in a one-week summer workshop to learn the science and teaching techniques for the experimental programs, and the UWM team provided ongoing support through Renee Hesselbach, the program’s outreach specialist and liaison to the teachers.
Marguerite D. Hambling (’37 BSEd) and her husband Sidney G. Hambling (’37 BSEd) knew the value of education.

Both proud graduates of Milwaukee State Teachers’ College, one of UWM’s predecessor institutions, the Hamblings dedicated their lives to teaching, holding a number of posts throughout their careers in Illinois and Wisconsin. Fittingly, after a lifetime of service in the classroom, Marguerite’s commitment to students and learning continues with her transformational decision to include UWM’s School of Education in her estate plans.

Honoring her late husband, Marguerite’s estate gift to the UWM Foundation supports the Sidney G. Hambling Memorial Scholarship, helping to address the most pressing issues facing education today by preparing the next generation of exemplary practitioners and scholars.

Donors who include the UWM Foundation in their estate plans shape the future of education while forging their legacy and gaining valuable financial and tax benefits for their families. With planned gifts, donors such as Marguerite can continue to invest in the future of teaching, learning and human development. Marguerite provides a wonderful example of how to leave the world a better place.

For more information on how you can leave a legacy, please visit giftplanning.uwm.edu or contact plangift@uwm.edu.

Paul Ross
Director of Major and Planned Gifts, UWM
At the University of Wisconsin–Milwaukee’s School of Education, we’re convinced that education’s best days lie ahead. Where others see challenges or even uncertainty, we see opportunities.

Opportunities for educators such as you to use your dedication and energy to make life better for your students, your school and your community.

We offer outstanding graduate programs – led by faculty members with national reputations for excellence – in teaching, special education, school and community counseling, school administration and supervision, and community leadership.

At UWM, you can take the next step in your career and your life. And together, we can raise our POWERFUL VOICES in education.

It’s time, Wisconsin.


Find out about our face-to-face, hybrid and online programs, convenient schedules and financial aid.