Innovative approaches introduce future teachers to the classroom
Moving ahead with renewed energy

I am so excited and honored to be the Dean of the School of Education at the University of Wisconsin-Milwaukee. It is one of the utmost privileges to have the opportunity to serve the School of Education and the greater Milwaukee community. With privilege comes responsibility, and I look forward to meeting everyone and getting to know you on a personal level. What excites me is the potential the School of Education has to be a great urban-serving institution.

As I read the stories in the current and recent past issues of EdLine, I was so impressed by the commitment of our faculty, staff, students, and alumni to excellence and pushing the boundaries of what is possible to improve the quality of education for those who need it the most. During my first year, my goal is to spread the great work being done by the School of Education and to strengthen existing partnerships, and initiate new ones, with schools and community organizations to advance the educational aspirations of our community.

In addition, I will be listening to everyone tied to the School of Education to get a sense of what is highly successful and what can be improved. I recognize the challenges we face in the short and long term, especially with respect to enrollment. However, I am confident if we pull together as a team, there is nothing we cannot achieve. The only limitations are the ones we place on ourselves and with the creativity, flexibility, and brainpower in the School of Education, we can realize our vision to become the premier urban school of education in the country and a model for others around the world.

At this time, I want to recognize Barbara Daley for her leadership as Interim Dean over the past two years. During the transition, Barbara has been wonderful to work with and she has made my transition to UWM seamless. With her leadership, she kept the School of Education moving forward during a difficult period. As I have learned, anyone can be a leader during good times, but it is during times of adversity when leadership is best demonstrated. She has exemplified this quality and I hope everyone will thank Barbara for her leadership. I know Barbara is going on sabbatical, but when you see her, put a smile on her face by expressing your appreciation for her leadership and hard work.

As my father recently reminded me about my mother who passed away last Valentine’s Day, we often take for granted the work of others until they are no longer with us. One of my goals is to create a culture of support, appreciation, and care in the School of Education where we recognize and never forget those who have come before us or those who are doing the heavy lifting through their contributions, no matter how big or small.

As the 2014-15 academic year draws to an end, I want to thank everyone associated with the School of Education for their hard work and dedication to our students.

Alan R. Shoho
Dean

The University of Wisconsin-Milwaukee serves many students from diverse backgrounds. That was one of the factors that attracted Yusef Salameh, a December graduate who would like to work in bilingual education.

“It’s vital that teachers and principals are able to work with young children of different backgrounds, particularly in those early years.”

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Salameh was the only male graduate of the Early Childhood Education Program in December 2014

His father is from Jordan; his mother from Mexico. He’s familiar with the benefits and challenges children have growing up in a bilingual household.

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Contents

Features

6  COVER STORY
   New approaches to preparing teachers

8  Celebration of Teaching
   honors service learning

14 Mathematics leaders help
    improve classroom teaching

16 UWM offers unique programs
    in ASL and interpreter training

20 New certificate program
    supports online learning

1  Dean’s letter

4 New Dean Alan Shoho passionate about urban education

6 New approaches to preparing aspiring teachers

8 Celebration of Teaching

10 “SPARKING” reading skills

11 Finding extra money to support bilingual literacy

12 Teachers in writing project teach other teachers

13 Word Headquarters at Betty Brinn

13 SOE faculty advise and support literacy efforts

14 Preparing classroom teachers for changes in
    mathematics education

16 Working with the deaf and hard of hearing: UWM has
    unique programs

19 Exceptional education growing and changing

20 New certificate program prepares advisers for online learners

21 Alumni profile
   Yusef Salameh

22 Student profiles
   Shaquita Glenn, Jacarrie Carr

24 Scholarships benefit SOE students

25 News and notes

28 Faculty news

31 Donors plant seeds for future education

34 Donors for 2013-14

35 Letter from development

36 In Memoriam

On the cover: Maggie Gerrits is one of the UWM School of Education students in the beginning teaching program who spent time at Cooper School working with students.
Alan Shoho was moving ahead in the electrical engineering field when he began questioning his career choice. “It wasn’t until I was an engineer working with digital hardware and nuclear missiles – adding to the saber rattling in the world – that I asked myself, ‘Is this what I want to do for the rest of my life?’ I didn’t feel that was my life calling.”

Shoho, who started as dean of the University of Wisconsin-Milwaukee School of Education in April, discovered his life calling was education. “I realized that I was successful because of great teachers.”

With the support of his family, he made the career change, and went on to become a high school mathematics teacher, then earn his doctorate in secondary education, with an emphasis on research methodology, from Arizona State University.

“It was difficult telling my father that I was going to be changing careers. He was an electrical engineer. But, he surprised me and has been my most ardent supporter. He told me, ‘If you want to make a difference in life, you need to pursue your passion.’ ”

Shoho comes to UWM from the University of Texas at San Antonio where he served as associate vice provost for academic and faculty support. In that position he led a number of campus initiatives including a university-wide mentoring program.

His teaching focus is on school administration, principal internships and principles of ethical leadership. His research has focused on leadership preparation for educators, and in addition to his work in university administration and teaching, Shoho has written a number of books, book chapters and journal articles focusing on school and district leadership.

He was attracted to the position at UWM by the School’s excellent reputation and through SOE faculty. “I saw the Chronicle of Higher Education posting. I knew Gail Schneider (professor and former associate dean of the School of Education). We talked on the phone, and she had a lot of good things to say about the school.”

After thinking about it, he followed up and talked to Jasmine Alinder, who chaired the search committee, and Amy Otis-Wilborn of SOE, who also served on the search committee.

“What I appreciated was that they were very candid about the challenges the School faced. Many other institutions are facing similar issues.” He also liked the School’s Mission and Vision statement. “I liked the simplicity of it. It was very clear and concise.”

After spending most of his life in warmer places, Shoho had only a few qualms about moving to Wisconsin. He and his wife were empty nesters, with their children grown and on their own, so they were free to change hometowns. “The (Milwaukee) weather did give me pause,” he admits with a smile. “I would be trading four or five months of summer for four or five months of winter.” However, he adds: “This is a great place. I love the people I’m going to work with.”

He also noticed UWM’s informality, which exactly suits his own style, he says. “I was impressed when I met the Provost and he said, ‘Call me Johannes.’ I prefer to operate informally myself so I tell people, ‘Please don’t call me Dean. I already have a cousin named Dean.’”

In San Antonio, he worked closely with urban schools and is looking forward to continuing and building partnerships with Milwaukee Public Schools (MPS). Even though the demographics are different – San Antonio schools are largely Hispanic while Milwaukee schools have a higher percentage of African American students – “some of the same issues are facing both groups. In both communities there are large numbers of minorities who are over-represented in poverty rates. I think we can develop a great partnership to influence the next generation of kids.”

His research has focused on the importance of effective educational leaders, and he wants to bring those leadership qualities to his work at SOE. Emotional intelligence and relationship building are critical. “I hope to get to know every person one-on-one, and I want them to get to know me. I want them to want to come to work here every day. My job is to help people achieve their goals.”

He retains his passion for the importance of education, and plans to focus on supporting the SOE students, particularly first-generation students, who will become the future teachers, administrators, counselors and leaders in their schools.

“I want to give them the opportunity to grow their skills and encourage them to become educators in urban schools. If you want to make a difference in lives, that is the best way to do it.”
INNOVATIVE APPROACHES introduce FUTURE TEACHERS to the classroom

The old model of student teaching and other field experience was to have an aspiring teacher and a classroom teacher take turns observing each other’s work. Now, future teachers in the University of Wisconsin-Milwaukee’s School of Education are starting to benefit from innovative approaches to their hands-on learning about the profession.

One new approach is to have aspiring teachers take part in all the work that teachers do—from lunch-recess duty to parent-teacher conferences—as part of their required hours of clinical experience in schools.

“Basically, the students complete 10 hours of service to the school as well as working in individual classrooms,” Angel Hessel, Middle Childhood-Early Adolescence (MC-EA) director of student teachers, explained.

A BROADER VIEW

That service might include helping out at science fairs or open houses, working in after-school tutoring programs or chaperoning dances as well as lunch duty and conferences.

The goal is to give students a broader view of all the work teachers do and get students more involved in the school, the profession and the community, Hessel said.

The new approach, modeled after one developed at Montclair State University, is currently being tried out in both student teaching and in CURRINS 333, the introduction to teaching course that gives students early field experience.

Stephanie Mathers, a senior who took part in a pilot of the new approach in spring 2014, enjoyed her time at James Fenimore Cooper School in Milwaukee’s south side.

“I had one-on-one time with a different student each time I was there to help them with math and reading. I also was able to work in small groups with the students while doing assignments and projects. A few times I helped out in the cafeteria during lunch, and also played outside during recess. During parent-teacher conferences I also helped out with the bake sale.”

“I got the opportunity to see a real school in action, from the teacher’s perspective. My cooperating teacher especially took very good care of me. She gave me all kinds of resources and made sure I was involved in something at all times, rather than just sitting and watching her teach.”

“The biggest challenge I had was getting the kids to see me as a teacher. They were excited to see me every week, so when I had a chance to work with them, they didn’t really want to concentrate on the actual assignment,” said Michael Reilly, student teacher at Cooper, works with students.

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Specifically mentioned UWM’s partnerships with MPS and Cooper as part of the reason for the school’s success in a task force report on the achievement gap. “Promoting Excellence for All.”

“Establishing and cultivating a liaison with UWM has been an incredibly rewarding experience,” says Jennifer Doussette, principal of Cooper School.

“Vetran teachers’ insight and expertise, cutting-edge strategies being researched and taught at the university level, unique talents and skills displayed, a passion to make a difference … these are just some of the benefits that both the Cooper Community and the UWM field workers/student teachers have enjoyed. The additional service that the field workers provide, such as after-school tutoring, chaperoning dances, shelving library books, etc., enhance both Cooper’s academic and social climate.”

“We have a wonderful partnership with Cooper School. Improvements experienced at Cooper are proof that what we’re doing to accelerate student achievement is working,” Hessel said.

Michael Reilly, student teacher at Cooper, works with students.

CO-TEACHING: ANOTHER NEW APPROACH

The second new approach is “co-teaching,” helping student teachers be active partners with the cooperating teachers through planning and leading lessons together.

Christine Anderson and Linda Tierzi-Waldera, Co-Directors of the Office of Clinical Experience, are introducing the idea this spring with a full-day workshop, supported by a grant from the School of Education’s Women’s Giving Circle.

This co-teaching approach has shown impressive results in districts like St. Cloud, Minn., where it was pioneered. Research has shown that student learning in co-teaching classrooms increased more than that in classrooms using a traditional model where the student teacher and supervising teacher take turns teaching and observing, according to Anderson.

Co-teaching can be a great success. It is an opportunity to have two adults in the classroom who are engaged with the students. “In addition, she noted, the model can be used in regular, special education and bilingual classrooms.

However, preparing both the student teacher and the cooperating classroom teacher to work collaboratively in this way takes more time, work and planning—all challenges of starting a new program.

The SOE is piloting co-teaching with one MPS school this spring. The SOE clinical experience experts will then review the outcomes, looking at achievement tests, student teacher evaluations, focus groups and surveys. The intention is to share the results with university programs and the MPS Board of Directors.

Working with local school districts including MPS, Brown Deer, Racine, and West Allis-West Milwaukee, the SOE is planning other changes to clinical experiences and student teaching within the context of broader efforts to better prepare student teachers for the profession.

“We want to make sure our students have the best clinical experience possible and that they’re able to help promote successful student learning in the classrooms where they’re teaching,” Anderson said.

STUDENT TEACHERS PREPARE IN A VARIETY OF SETTINGS

From fall 2010 to the present, the UWM School of Education arranged 2,037 student teaching placements. 1,299 (63.8%) were in MPS schools. These 2,037 placements were made in 61 districts, 336 schools, including charter schools, and with 1,198 different cooperating teachers.

In addition, 490 teachers took part in verification workshops, which allow the state Department of Public Instruction (DPI) to certify teachers as cooperating teachers, prepared to work with student teachers.

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Catherine Ferderbar of St. Mary Parish School, Menomonee Falls, who earned her MS from the School of Education, was honored at this year’s second annual Celebration of Teaching in October.

The Education Deans of Greater Milwaukee (EDGM) host the event, which honors the work of teachers in the Milwaukee area. The theme chosen for the 2014 event was service learning, and Ferderbar was among five teachers honored with Advanced Career Awards.

Ferderbar has taught science at the middle and high school levels for more than 26 years. She received her BS from Marquette University, her MS from UWM, and her PhD from Cardinal Stritch University. She was nominated and selected for her innovative and creative approach to getting her students involved in extending learning beyond the classroom.

Among many examples of her efforts:

- She offers after-school science and garden clubs on her own time and has spear-headed a school-wide recycling program and composting system managed entirely by students.
- Through a partnership with the Riveredge Nature Center that she facilitated, students learned how to identify and remove invasive species.
- After a service learning trip, parents were delighted when students facilitated a garden club and began serving fresh salads with vegetables, herbs, and spices, much of which was harvested from their school’s garden.

Her principal, Linda Joyner said: “She empowers her students with knowledge, skills and inspiration they need to take action and make a positive difference in the community.”

Ferderbar credits her work in the UWM master’s program with helping her connect students with science in ways appropriate to their age and learning levels. “A lot of my focus at UWM was how to reach kids with certain strategies … help them to learn what they needed, make it meaningful so they would hold onto their learning,” she said.

“If you work with kids from really young, research shows you can help them connect with their environment and care about their world and want to make a difference.”

Beth Mudlaff of St. Catherine’s High School, Racine, another SOE alum, received one of three Honorable Mentions in the EDGM Early Career Award (in the field for less than 3 years).

EDGM is composed of leadership from nine area institutions of higher education, including Alverno College, Cardinal Stritch University, Carroll University, Concordia University Wisconsin, Milwaukee Area Technical College, Wisconsin Lutheran College, Marquette University, Mt. Mary University and the University of Wisconsin-Milwaukee.

All proceeds from the event go toward an EDGM fund to promote professional development for teachers and advancement of the reputation of the teaching field.

“A lot of my focus at UWM was how to reach kids with certain strategies … help them to learn what they needed, make it meaningful so they would hold onto their learning.”

Catherine Ferderbar wants her students to become involved in hands-on science.
Team of School of Education researchers working to improve bilingual teaching and learning is adding impact to an existing project. They’re doing that by getting a little extra money from funds designated for a different, but compatible effort. The Preparing Tomorrow’s Teachers (PTT) grant team – Lori Becker, Nancy Fife and Jennifer Mueller – are collaborating with Latino community partners on a five-year long effort to improve teaching and learning for dual-language learners. That $1.8 million grant, which started in 2012, is from the U.S. Department of Education’s Office of English Language Acquisition Professional Development Program.

One goal is to help prepare, recruit and support bilingual early childhood education teachers to work with the increasing numbers of English language learners in schools and in programs like Head Start. “We had money to buy science equipment, but we also wanted to increase the quality of literature in the classrooms,” explains Becker, who is the project manager for the grant. Meanwhile, Rob Longwell-Grice, senior adviser in the SOE’s Office of Academic Services, had money available through an existing children’s literature grant and was looking for project proposals.

Bingo.

Becker wrote a proposal to buy children’s books – available in both Spanish and English – for classrooms that are part of the Guadalupe Head Start (GHS) program, one of their partners in the PTT project. Instruction in all of the classrooms at GHS occurs in both Spanish and English.

Working with experts in the field (including other project staff, Lourdes Castillo, Joan Bongers-Martínez, and Jamie Rebholz), children’s literature centers and online library resources, the team was able to select and buy 23 sets of 14 books for each of the GHS classrooms. Each book comes in both a Spanish and English version, and some have both languages in the same book.

“We were really able to leverage those additional funds to support the work,” notes Fife, professor of education. “We could boost what the teachers were doing by adding that literature component.” And, as Becker added, “We were able to connect with a local bookstore, Buzzell Books, for an additional community connection.”

Among the books chosen were some focusing on STEM (Science Technology Engineering and Mathematics) fields. “With Common Core, the emphasis has been on as much nonfiction as fiction,” says Becker. While the GHS early childhood classrooms don’t use Common Core, she notes, adding more interesting nonfiction books appropriate for these early learners can help prepare the children to make the transition to elementary school.

“Students at the Guadalupe Head Start Center enjoy reading about “Rainbow Fish,” in English and Spanish. Photo by Derek Rickert.”

Research finds creative ways to increase impact on bilingual literacy

The results so far are very positive. The first two-year evaluation of the program showed that students in the MCLP-SPARK program improved their reading skills significantly, compared to other students. Initial results for the second two-year cohort confirm that trend. A secondary benefit is that students who were not education majors originally have switched to education as a result of their work with SPARK. Education majors also find their SPARK experience helpful in classes.

“We truly love having UWM students as SPARK tutors,” says Pat Marcus, director of program development in early childhood education for Boys & Girls Clubs of Greater Milwaukee. “SPARK is doing a great job of helping struggling readers in MPS,” says Longwell-Grice. Students are recruited and trained over the summer, and receive follow-up training during the year.

The project is funded through the Investing in Innovation (i3) fund, AmeriCorps and other sources.

The tutors work with a reading enrichment program that includes multicultural books and follows a set process, including an emphasis on vocabulary “cool words.” Each school has a site manager, who is a licensed teacher, to supervise the tutors. A parent partner also works with each student’s family to bridge the gap between home and school, and help parents incorporate more reading activities in their lives.

Through this partnership with Boys & Girls Clubs of Greater Milwaukee, UWM has provided tutoring for approximately 2,500 students.

Education majors also find their SPARK experience helpful in classes. “I can tell you,” says Short, “that we have some really great tutors. I can always tell which of my students either were or are tutors in SPARK. They get such a wonderful experience and it really helps them do better in their coursework.”

The tutors commit to tutoring students in 11 predominantly low-income and minority elementary schools. SOE’s Rob Longwell-Grice, senior adviser, and the staff in the Office of Student Services, help to recruit the tutors, who are paid for their work. Currently, 90 tutors, primarily UWM students including many education majors, are working at selected schools. Ruth Short, an associate professor of education specializing in early literacy, helps train tutors and monitors the program. Curtis Jones, senior scientist in the SOE’s Office of Socially Responsible Evaluation in Education, and his colleagues are evaluating the impact of the tutoring.

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The results so far are very positive. The first two-year evaluation of the program showed that students in the MCLP-SPARK program improved their reading skills significantly, compared to other students. Initial results for the second two-year cohort confirm that trend. A secondary benefit is that students who were not education majors originally have switched to education as a result of their work with SPARK. Education majors also find their SPARK experience helpful in classes.

“We truly love having UWM students as SPARK tutors,” says Pat Marcus, director of program development in early childhood education for Boys & Girls Clubs of Greater Milwaukee. “SPARK is doing a great job of helping struggling readers in MPS,” says Longwell-Grice. Students are recruited and trained over the summer, and receive follow-up training during the year.

The project is funded through the Investing in Innovation (i3) fund, AmeriCorps and other sources.

The tutors work with a reading enrichment program that includes multicultural books and follows a set process, including an emphasis on vocabulary “cool words.” Each school has a site manager, who is a licensed teacher, to supervise the tutors. A parent partner also works with each student’s family to bridge the gap between home and school, and help parents incorporate more reading activities in their lives.

Through this partnership with Boys & Girls Clubs of Greater Milwaukee, UWM has provided tutoring for approximately 2,500 students.

Education majors also find their SPARK experience helpful in classes. “I can tell you,” says Short, “that we have some really great tutors. I can always tell which of my students either were or are tutors in SPARK. They get such a wonderful experience and it really helps them do better in their coursework.”

The tutors commit to tutoring students in 11 predominantly low-income and minority elementary schools. SOE’s Rob Longwell-Grice, senior adviser, and the staff in the Office of Student Services, help to recruit the tutors, who are paid for their work. Currently, 90 tutors, primarily UWM students including many education majors, are working at selected schools. Ruth Short, an associate professor of education specializing in early literacy, helps train tutors and monitors the program. Curtis Jones, senior scientist in the SOE’s Office of Socially Responsible Evaluation in Education, and his colleagues are evaluating the impact of the tutoring.
Local teachers are studying writing practices to improve their students’ achievement in writing through the UWM Writing Project (UWMWP). UWM is one of 200 sites nationally for the National Writing Project, and one of only four in Wisconsin.

For the past seven years, the UWMWP has held a summer writing institute for teachers. In recent years, the project has taken the show on the road, working with English, science and other teachers of writing at Bradley Tech in Milwaukee and in Oak Creek.

The teachers at Bradley Tech recently wrote an article about their experiences in teacher-led professional development for English Leadership Quarterly. With 98 percent of their students eligible for free or reduced lunch and 60 percent not proficient in reading and writing, Bradley was considered a high needs school. The teachers determined to improve students’ literacy and learning by engaging in different teaching practices.

Working with Donna Pasternak, associate professor of English Education and one of the co-directors of UWMWP, the teachers were able to get funding for the project during the 2012-2013 school year. Pasternak spent one day a week at the school, supporting the teachers as they developed their writing instruction. The teachers benefited from having a common planning time each day, allowing them to collaborate on professional development.

All of the teachers involved researched the theory behind certain teaching practices, then worked on different types of projects, either individually or in teams. All saw substantial improvements in student learning. Each focused on the needs of individual classrooms. “Being allowed to personalize my learning through deciding my own inquiry topic made me feel empowered and professional,” wrote one teacher.

One teacher, for example, found that her students dreaded the words, “research report,” but loved to ask questions. She developed lessons that helped the students use their questioning skills and that process to engage in finding writing topics. That helped them develop their own intrinsic motivation and overcome apprehension about their reports.

“Roughly 80 percent of the students increased in both the quality and quantity of their writing,” she noted in the journal article.

Another teacher focused on teaching her students “root” words to help them prepare for their ACT tests. Once the students knew and understood the roots, they could add to their vocabulary through adding prefixes and suffixes. When she gave them short assessments in class, 80 percent had developed proficiency in identifying the meaning of roots and putting them in sentences.

Near the end of the first year of the project, the English teachers organized a workshop for their colleagues in other subject areas. Science faculty, for example, adopted techniques that students could use in writing lab reports. Eventually, their findings were shared with other schools, either online or through a presentation at a regional conference. The English teachers continue to work together, and the ideas have spread to the science and other departments.

Pasternak worked on similar projects with Bradley Tech’s science department in 2013-14, and is now working at Riverside University High School. “The joy (and stress) in this method is that you get to share your knowledge with other teachers,” wrote one of the authors of the journal article. “We all expand our practices by learning from each other.”

At the recent Wisconsin State Reading Association’s convention. Over the past year, UWM has provided ERE programs in the Kimberly School District and Whitewater Unified School District. If interest continues, Short hopes to offer classes online.

“If we can get the kids to believe in themselves and become confident readers before they fall behind, it sets the stage for success all throughout school.”

Sue Haertel, a graduate student, developed ERE in 1990.

In 2010, Short began working with teachers in Rhinelander, making a 500-mile round trip to that northern school system every other week. Now, three of the teachers/reading specialists she worked with are leading professional development for other teachers in the district.

Short and her Rhinelander colleagues did a presentation about the success of the program at the recent Wisconsin State Reading Association’s convention. Over the past year, UWM has provided ERE programs in the Kimberly School District and Whitewater Unified School District. If interest continues, Short hopes to offer classes online.

“If we can get the kids to believe in themselves and become confident readers before they fall behind, it sets the stage for success all throughout school.”

The Betty Brinn Children’s Museum just opened a new area to encourage children to explore the building blocks of literacy. Ruth Short, associate professor of education and an expert on early childhood literacy, was one of the consultants for the project, along with faculty members from Marquette University and the University of Wisconsin-Madison.

The “Word Headquarters” area, supported by Northwestern Mutual, is described on the Betty Brinn website: “A busy, pretend factory provides the setting where employees are ‘hard at play’ cranking out the building blocks of literacy – including letters, words and the punctuation needed to create sentences, stories, songs and other forms of self-expression.”

“Incoming and outgoing orders for compound words, verbs, nouns and other literacy concepts will demonstrate the mechanics of reading and writing, while ‘employee training programs’ and ‘customer service’ activities offer word games, audio books, an interactive performance space and role-play opportunities that help build the skills of early learners and emerging readers.”
Improving the effective teaching of mathematics…

Our focus is on classroom teaching and student learning, and helping teachers to work with students to build mathematics knowledge and skills,” noted DeAnn Huinker, School of Education professor of mathematics education and director of the CMSER. “Whether that involves Common Core or revised state standards, there are some things mathematics teachers need to know regardless … what the research says about effective classroom practice that should be worked on despite what happens with the Common Core.” Regardless of political debates, the key is to help deepen teachers’ knowledge of mathematics and give them the tools they need to improve classroom instruction.

To do this, UWM faculty are engaged in a number of projects.

**PATHWAYS FOR TEACHER LEADERSHIP IN MATHEMATICS**

Huinker and Mike Steele, associate professor of mathematics education, lead this program, which provides funding for participants to earn up to 18 graduate credits — about two-thirds of the total needed — toward a master’s degree in curriculum and instruction. The students are teachers and administrators from Milwaukee Public Schools, Cudahy, South Milwaukee, Mequon-Thiensville, Greenfield, and Wauwatosa.

In summer 2014, the teachers participated in a summer institute on various aspects of the Common Core — number, operations and algebraic reasoning. The sessions also focused on high-leverage mathematics teaching practices.

One of the goals of the program, which is supported through a grant from the Wisconsin ESEA Improving Teacher Quality (WEITQ) program, is to help develop school and district mathematics leaders.

“We are trying to build a professional community for mathematics across these school districts,” Huinker said. Kindergarten teacher Rachel Swick of South Milwaukee chose to join the program for several reasons: She wanted to improve her teaching skills, she’s always liked mathematics, and the program and credits met her needs. “It was a win-win-win in every way.”

After teaching mathematics to young learners for 19 years, she feels better prepared to give them a deeper understanding of the subject and prepare them for future grades. “For a while, I have been feeling I didn’t have the knowledge to really understand why it was so important for my students to learn more than just counting and games – which is what we did all those years ago. I wanted to know what the connection would be for them moving forward.”

The students are responding. “The kids love math. It’s active, fun and they are learning. They are able to communicate better mathematically and because I know better what to watch for, they become more successful,” says Swick.

Kimberly Berner, principal of Kosciuszko Elementary School in Cudahy, said “I felt the need to be part of the course since I needed to improve my understanding of not only the Common Core, but also expand my knowledge as to how we should teach mathematics today.”

Berner, the only principal enrolled in the program, added: “I need to know this so I can better support teachers in the classroom, answer parent questions and know how to communicate with students about the math they are learning.”

**COMMON CORE HIGH SCHOOL MATHEMATICS LEADERSHIP**

This two-year project, led by SOE’s Steele and Kevin McLeod, associate professor of mathematical sciences, focuses on helping students make the transition from middle to high school mathematics. Teachers from Milwaukee, Kenosha and suburban districts are involved. The two-year project, also supported by the WEITQ program, involves school-based teams of teachers. Like the Pathways Project, the focus is on deepening teachers’ content knowledge, enhancing their instructional practice and developing leadership and mentorship skills. Sessions over the summer focused on the topics of statistics and probability. Next summer’s work will focus on geometry.

During the 2014-2015 academic year, the sessions were on designing, teaching and researching mathematics lessons based on the Common Core. Next school year, sessions will focus on the development of leadership and coaching, with the aim of spreading the impact to more mathematics classrooms.

**CORE MATH PARTNERSHIP**

Huinker leads this three-year project, which involves UWM with the Cudahy, South Milwaukee and MPS school districts. The focus of the 2014 summer institute and the current school-year project sessions is operations and algebraic thinking; number and operations and expressions and equations. The teachers are also studying high-leverage teaching practices for mathematics.

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. Henry Kepner, SOE professor emeritus of mathematics and former president of the National Council of Teachers of Mathematics, said: “An aspect of all these projects, Huinker said, is the sharing of ideas and strategies across districts. ‘These efforts not only help these districts improve classroom instruction, but also build collaboration within and among the schools involved.’
Working with the deaf and hard of hearing: UWM has unique programs

The UWM School of Education is unique in the state because of the programs it offers related to education for the deaf and hard of hearing and those who work with them. SOE has three separate but collaborative programs in this area – American Sign Language for those wishing to learn the language; the Interpreter Training Program for those who want to use the language as interpreters; and the Deaf/Hard of Hearing teaching certification program for prospective teachers.

American Sign Language studies program coordinator Marika Kovacs-Houlihan throws her arm up in celebration after the audience guesses the machine that was signed during the visual communications game that was part of Deaf Awareness Week.

ASL growing in popularity as a language course

Each semester about 500 students learn a new language without speaking a word out loud. Those students are part of the increasing number taking American Sign Language (ASL) at UWM. The program has added sections to the basic ASL language courses and there’s still always a waiting list, according to coordinators Marika Kovacs-Houlihan and Erin Wiggins.

The ASL program appeals to three major groups of students:
• Those who want to take classes to earn foreign language credits.
• Those who are interested in becoming ASL interpreters (See story on page 18 for more about the Interpreter Training Program.)
• Those preparing to work with deaf and hard of hearing students in schools, who can earn certification as part of a master’s degree program. (See story on page 18 for more about that program).

UWM is the only university in Wisconsin to offer a four-year degree in American Sign Language studies. (The program is also available as a minor). “ASL is one of the four most commonly used languages in the U.S.,” says Kovacs-Houlihan. “There are many job opportunities because there is a high demand for people who are proficient in ASL.”

Another unusual feature and source of pride for UWM’s program is that all the instructors are native ASL users. “Students are immersed in it from the first day of class,” says Wiggins.

Those who choose to take ASL for their foreign language credit do so for a variety of reasons, according to Kovacs-Houlihan. Some are working in fields like healthcare, social work or public safety where they may find ASL skills helpful in communicating. Others are simply attracted by the beauty of ASL. “It’s very popular with artists and theatre majors,” she adds.

Often those who start taking classes as a foreign language go on to major or minor in the program.

In addition to simply learning ASL, SOE’s program focuses on deaf culture and history. As part of its vision, the program works to foster a sense of “Deaf Heart” in those who study the language and culture. In this way, even those who are not deaf themselves can become friends and allies of the deaf community.

ASL majors all take part in service learning experiences in the deaf community. In addition, throughout the year, the program and students sponsor fun events and projects that encourage students to mingle and use their ASL. Even informally, it’s not unusual to see groups of students in Enderis Hall’s Denmark Lounge or the hallways signing to each other.

One of the major annual events is Deaf Awareness Week, which brings together ASL students and the deaf/hard of hearing communities for a variety of cultural events including comedy skits, art exhibits, history presentations and more.

Last summer, ASL students did a study abroad program in Italy for the first time. Different countries have different versions of sign language, according to Wiggins. Traveling abroad gives students a chance to experience the deaf culture within another culture. “ASL is the American version of sign language, but other countries have their own forms of sign language.” Another trip is planned for summer 2016.

Sarah Boritzke, one of the students on the trip, enjoyed her first experience traveling outside the country and socializing with Italian sign language students. “I’ll never forget the time we went to a wine tasting in Siena with our class. The woman there was speaking Italian and sharing with us the history of her vineyard and how she makes wine. There were two interpreters there, one was interpreting from Italian to Italian sign language, and one woman was interpreting the Italian to English for the interpreter to interpret from English to American Sign Language.”

She adds: “I learned how to further appreciate others from different backgrounds and cultures, and how strong of a connection the deaf community has. It doesn’t matter where you live or what language you speak, individuals within the deaf community are instantly connected because of their shared culture and language.”
The Interpreter Training Program – taking the next step

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OIE offers the only four-year bachelor’s degree program in the state in interpreter training. “Our program competes on a national level,” says Pam Conine, director of the program. Learning American Sign Language is just the first step in becoming an interpreter, she explains. Students learn about deaf culture, history and community as well as the special skills and training needed to become an interpreter. Students do an eight-week full-time internship in the community or the schools. “It’s an exciting, fun and very challenging job,” says Conine.

New educational opportunities that allow deaf and hard of hearing students to be educated in classes with hearing students have increased the need for IT graduates. Those who are deaf and hard of hearing are moving into the professions and into leadership positions in business and the community more than they did in years past, opening up new opportunities for interpreters to work with them. New technology like the Sorenson VRS – which allows deaf and hard of hearing people to talk with hearing friends and colleagues through an interpreter online – has also offered new opportunities for trained interpreters, according to Conine.

Legal requirements that interpreters be available to people in medical and legal situations also have had an impact. Students are attracted to the program for a variety of reasons. Some have friends or family members who are deaf. Others take ASL for a language requirement, become interested in the culture and see the career possibilities of becoming a trained interpreter. With more deaf students attending school with their peers rather than going to special schools, says Conine, “it’s more common today for students to have had experiences or have grown up with deaf people.”

Preparing to become teachers

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n addition to offering programs in American Sign Language and Interpreter Training, UWM also offers a program to prepare educators to work with children who are deaf and hard of hearing.

“There is a persistent need for teachers of the deaf and hard of hearing,” says Professor Amy Otis-Wilborn, the coordinator of the program. “The program, which offers a K-12 teaching certification in this area, is available online, making it accessible to students all over the state and beyond. Students can do their teaching experiences in their own area. In addition to education undergraduates, the program serves current teachers who find themselves working with deaf and hard of hearing students in their own classrooms or collaborating with regular classroom teachers. The certificate program can also be integrated with the master’s degree in exceptional education. Currently about 18 students are enrolled in the program. While the deaf population is small overall, there is a continuing need for educators to work in both day schools and residential programs, according to Otis-Wilborn. “We always need to have new teachers in the pipeline.”

Many of the students in the program find the certification a useful addition to have when they are looking for teaching positions. “It’s a small program, but it represents a huge commitment from UWM and complements our other programs like ASL and ITTP.”

“It’s a staple of our program, and has been around for 40 years or more. It’s the only program of its type in Wisconsin.”

Previous experience in education is a plus. “I really want to infuse this into the pre-internship program,” says Winn. “The pre-internship is designed to give them the knowledge and skills to be successful from the start of their work as teachers of record.” The program includes aspiring special education teachers from early childhood through high school.

Exceptional Education continues a pioneering tradition of innovation

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he School of Education’s Exceptional Education Department specializes in preparing teachers and others for challenging and rewarding careers working with those who have special needs.

UWM is a pioneer in this field. Its predecessor institution, the Milwaukee State Teachers College, created the first college-level special education training programs in Wisconsin nearly a century ago, and UWM is still the only university in the state to offer a bachelor’s degree in American Sign Language. (See story on page 17.)

In recent years, the department has added a number of new programs to enhance the preparation it offers for current and aspiring teachers. An existing internship program allows post-baccalaureate level students earning special education certification to work as interns (paid teachers of record) in Milwaukee Public Schools (MPS), under the guidance and supervision of mentor teachers and School of Education faculty. This program has been in existence since 1997.

Now the department has added to that program a pre-intership program to better prepare students to join the internship program, according to Judy Winn, associate professor of exceptional education and coordinator of the UW/MPS Internship Program for Preparing Special Education Teachers.

These pre-interns are career changers who have less previous experience in education than the interns. They work as paid para-professionals, teaching alongside and under the supervision of an experienced special education teacher. After successfully completing the one-year pre-internship program, they are eligible to join the internship program. In the fall of 2014, seven students were enrolled in the pre-internship program, with that number expected to grow to 13 next year.

“The pre-interns become much more confident about their abilities through this program,” says Winn. “The pre-internship is designed to give them the knowledge and skills to be successful from the start of their work as teachers of record.” The program includes aspiring special education teachers from early childhood through high school.

Exceptional Education is also exploring further integration of co-teaching techniques, similar to efforts being piloted in Curriculum & Instruction. (See story on page 6). “I really want to infuse this into the pre-internship program,” says Winn.

Exceptional Education has also added new certificate programs that can be taken as a stand-alone certification, incorporated into existing undergraduate or graduate degrees or added on to a post-baccalaureate license program.

The Autism Spectrum Disorders (ASD) certificate program is designed for people who need these services. National statistics show 1 in 68 children is on the autism spectrum. The 15-credit multidisciplinary under-graduate certificate draws on courses offered by the departments of Exceptional Education, Educational Psychology, Psychology, Communication Sciences and Disorders, and Health Sciences and Movement. It was launched in 2010 with support from the Greater Milwaukee Foundation’s Russell J. and Betty Jane Shaw Fund, according to Elizabeth Drame, chair of Exceptional Education. The 15- to 18-credit graduate ASD certificate program launched in 2013.

“This program attracts not just undergraduates, but teachers who’ve worked in school systems in different capacities as well as professionals, such as occupational therapists and speech/language pathologists,” says Drame. In addition, the program includes many others in the community who work and live with those on the autism spectrum, such as social workers, Scout leaders, child care workers, family members, therapists and individuals interested in learning more about ASD.

Another new program is a certificate for those working with students with special needs, who are in transition between school and the workforce. This 15-credit graduate certificate is designed for those who want to increase their knowledge of state-of-the-art planning and who work closely with schools, communities and businesses in preparing those with education challenges to improve the transition to work or post-secondary education.

For more information, go to uwm.edu/education/academics/exceptional-edu-department/.
YUSEF SALAMEH

Helping children from bilingual households.

When his students face homework challenges because their immigrant parents don’t speak fluent English, Yusef Salameh understands their struggle. “Some of my kids are in the same boat I was in,” says Salameh, a December 2014 graduate of UWM’s School of Education. His student teaching experience involved a diverse group of second and third graders at Horace Mann Elementary in West Allis.

“My parents are wonderful people and they really, really cared about education,” says Salameh.

His father is from Jordan, and his mother is from Mexico. They met and married in Chicago, eventually settling near Racine, where Salameh grew up.

He realizes now that his parents gave him a great gift with language; Salameh is familiar with Arabic and Spanish. As a child, however, he felt like his parents couldn’t help him as much as he would like because his schoolwork was always in English.

One of his goals is to become principal of a bilingual public school, helping students from similar backgrounds. Modest about his speaking capabilities, he’s working on perfecting his Spanish. “It’s vital that teachers and principals are able to work with young children of different backgrounds, particularly in those early years,” says Salameh.

The only male graduating this semester in the University’s Early Childhood Education program, Salameh hopes to help change the stereotype of education as a female field.

“The school I am in now has the highest amount of male teachers I have ever seen, but we are still outnumbered by plenty,” he said of his student teaching.

His work at Horace Mann was overseen by two women – Linsey Taubert and Jennifer Crawshaw.

He began college at UW-Whitewater, where his older brother went, but found UWM’s diversity suited him better. “I grew up with cousins who are first-generation students. Some of them are [UWM] alums, and that influenced me. UWM was such a better fit for me.”

He earned a number of scholarships from the School of Education to help him in his studies, including the Robert Kuehnelsen Teachers for a New Era Scholarship and the Lawton Scholarship.

A part-time job tutoring youngsters in the SPARK reading program – a partnership involving UWM and Boys & Girls Clubs of Greater Milwaukee – inspired him to enter the Early Childhood Education program. “It was an amazing experience, watching the students I worked with make progress in learning to read.”

This past year was a particularly busy one for Salameh. His wife, Angie, is a School of Architecture & Urban Planning graduate and a new mom to Zara, the couple’s first child. He’s finished up student teaching and completed the edtpa, a new video portfolio required of UWM education graduates headed into teaching careers.

Busy as he is, he’s also enjoyed his student teaching experience. “I like working one-on-one with the students and providing as much individualized attention as possible every day,” he says. “It’s really great to see how much progress they’ve made in the time I’ve been here.”

After graduation, he accepted a job teaching in northwest Milwaukee. He wants to be the best teacher possible. “I’m still learning every day in this classroom. I want to learn how I can improve and help these students do better.”

Online university education has been growing rapidly in recent years.

Now, the need is growing for online support specialists – experts who can help online students deal with the special challenges they may face because they’re not physically on a campus.

“We’re planning to help advisors, learning center professionals, student services personnel, and others working with these students go beyond the classroom experience,” says Johanna Dvorak, director of educational support services for UWM. She assisted Larry Martin and Simone Conceição, professors of administrative leadership in the School of Education in designing the University’s new online graduate certificate program in support services for online students in higher education.

The certificate is a collaboration between the University’s School of Education and the campus’ award-winning learning center, Panther Academic Support Services (PASS), which offers online academic support services to both online and on-campus students. UWM’s Panther Academic Support Services unit was awarded the 2014 Frank L. Chises/National College Learning Center Association (NCLCA) Outstanding Learning Center award for a four-year institution, due in part to its leadership in online tutoring.

Conceição, author of a number of books on online education, says the certificate program fills a growing need. “There haven’t been any programs that provide the specific skills needed to support online students.”

It’s really an effort by the School of Education and the campus to provide parity of services to online students,” she says.

Jennifer Fili, a doctoral student in urban education focusing on higher education administration, works in the PASS Center and is a student in the new certificate program.

“The program is helping me understand more about the students I’m working with,” says Fili, who works with online tutors and is a resource graduate assistant at the PASS Center. She likes having the flexibility to take the courses for the certificate program online because the program fits with her own work and class schedule.

Her eventual goal is to work in a university learning center, and she sees the addition of the online certificate as a way to prepare herself to work with both online and on-campus students. “With the growing number of nontraditional students, like veterans, who find online courses work better for them and the new technologies that are developing, knowing how to work with online students is a useful skill to have,” said Fili.

Online courses are a growing part of the curriculum nationally. A 2010 study showed more than six million students in public, private and for-profit institutions taking at least one online course. At the same time, these students may face different challenges than students on campus. As many as 50 to 70 percent of students drop out of their online courses or programs because they feel isolated, frustrated or disconnected from the university, according to the study.

That’s why, says Dvorak, it’s important to have advisors, tutors, technical support staff, student services professionals, administrators, and others become familiar with the specific needs of online learners.

“If we’re trying to reach out to students online, we need to make sure the support staff is up to speed on the technology,” she says. “We want them to be able to go beyond the classroom experience.”

The coursework focuses on the theory and practice of teaching, learning and student support services in higher education and includes classes from adult education, higher education, education technology, information studies and other areas.

The 15-credit certificate program is designed for learning center managers, tutoring coordinators, online advisors, adult educators, and student service personnel in higher education who work with students online.

“One of UWM’s goals is to provide parity of services to online and on-campus students,” says Conceição, adding that this certificate program is one way of providing the expertise that campus staff need to do that.

The program is designed both for students in master’s programs who are interested in online education, and is also available as a separate certification for those already working in the field.

For more information about the program, go to the school of education/academic support services-higher-ed/uwm.edu/soe

Online program helps those who support online learners

Alumni Profile

For more information about the program, go to the school of education/academic support services-higher-ed/uwm.edu/soe
Changing the world – two feet at a time

Jacarie Carr's efforts to change the world started with a hole in a little boy's shoe and a man wearing shoes that didn't match.

Carr, a senior in the University of Wisconsin-Milwaukee's School of Education, saw the little boy at the day care center his mother, Tina, runs. He'd come from school with a hole in his shoe. "That just didn't sit right with me," says Carr.

The man wearing two different shoes approached Carr on the street to ask for shoe change. He didn't have any change, says Carr, but he did give the man a spare pair of shoes he had in his car trunk.

Those two events spurred Carr to organize a shoe collection that provided more than 300 pairs of shoes to children and adults who needed them. That was around Thanksgiving, but Carr is now starting a back-to-school drive.

"I'd like to do it right around the time school starts so no one has to go to class with a hole in their shoe," says Carr.

Carr, who is majoring in educational policy and community studies, also runs his own landscaping business, so he doesn't have a lot of spare time. But he felt providing nice shoes to those who needed them was important. "I like shoes, and I like to look nice. Shoes are important."

He initially started the effort on his own, placing collection bins in neighborhoods like Ebony Two Barbershop and Beauty Parlor, Glendale Heights Child Care, and Tina N Tots Children Academy, his mother's, daycare center. He printed up a thousand flyers and distributed them around neighborhoods where he thought shoes were needed and spread the word on social media.

At the time, he was taking a class in nonprofit organizations with Deborah Blanks, clinical assistant professor of education. When she heard about his efforts, she offered help and suggestions to make organizing the event easier. Other students in the class donated shoes, and classmates Tiffany Wright and Janet Kaeding volunteered to help out. "The project became a bonding experience for the class," says Carr.

"Before, I just knew most people to say hello to," Carr says. "I totally agree that our focusing on this project in class was a bonding experience," says Blanks. "It also helped make the topics we were discussing even more relevant and applicable to real-world experiences."

With the help of a man who was good at shoe repair, Carr refurbished and polished up the shoes so they looked like new. Without a lot of fanfare and only a couple months of planning, he held a three-hour shoe giveaway on Nov. 22 at the offices of the maintenance and landscaping business he runs with his father, Lonzie Carr, on Appleton Avenue.

"I hoped to get maybe two hundred pairs of shoes, but we ended up with more than 300. It was a blessing," says Carr. There were stories behind every pair given away, he adds. One caseworker asked for shoes for a whole family that was dealing with a sudden tragic death. A group home found shoes for residents who needed them. "They all went to people who really needed them," says Carr. This spring he is working with the education honor society, Pi Lambda Theta, to organize the second drive.

Carr's eventual goal after he graduates in December 2015 is to found a nonprofit organization, and work as a mentor and educator with young people.

"I was blessed to have wonderful parents, but so many young people I know don't have that. I wasn't always the greatest kid, but now I'm going to be a college grad with a major in community education, a minor in Africology and a Cultures and Communities certificate.

As of October 2014, the program has provided scholarship support to 173 student parents with a combined total of 231 children, says Reinbold. Of these, 85.9 percent have either graduated or been retained in the program. All of the graduates have found jobs within six to eight months after leaving UWM.

"We see Great Lakes as a partner in providing the best support for our scholars, and are grateful to have received their continued support through the College Success grant," says Reinbold.

Recently, 40 students are part of Life Impact, which is also supported through a "generous grant provided by the Jane Bradley Pettit Foundation," Reinbold says. Life Impact scholars have access to a life coach team that serves as a first point of contact for all concerns. Reinbold says this team follows students' progress, assesses their needs and provides them with resources, workshops and/or referrals to other on-campus or community programs.

The support from other parents and the Life Impact staff was as valuable to Glenn as the scholarship.

"To me the program didn't provide just financial resources, it was so helpful to me on the personal and professional level with workshops on time and budget management, and advice on helping me revise my resume. One of the best things about the program was that they made it completely OK to be a parent and a student. I really felt empowered." Glenn, who graduated from Life Impact in 2009, suggests one improvement. "It would be nice to have a graduate chapter," she said. For information on how to apply to Life Impact or for a program brochure, visit uwm.edu/lifeimpact/HowToApply.cfm.
New student teachers attend orientation

This spring semester 184 student teachers headed out for their final semester of preparation for teaching careers. Of these, 96 attended an orientation Jan. 21 to learn more about the responsibilities they’ll be assuming. (Students from some programs attended the orientation the semester before student teaching).

Kimberly Kampschroer, school social work supervisor for Milwaukee Public Schools, gave them a briefing on child abuse. Lauren Lessac, career counselor from the UWM Career Development Center, discussed the job search, and Kristen DeCato of MPS talked to the students about legal issues in education.

Students also attended break-out sessions with the program chairs to discuss procedures and schedules specific to each area. SOE has 12 different programs involved in student teaching.

The new student teachers will be working with 213 cooperating teachers in 231 classrooms in 77 schools in city and suburban districts.

Leadership research explores effective schools

What makes a school successful? A UWM research team has been studying the characteristics of five high performing public charter schools to see what made them effective. The team of four University of Wisconsin-Milwaukee School of Education administrators and one retired principal received positive feedback on their work, and continues to spread the word.

In addition to publishing the research, the group is working to establish new techniques of teaching leadership to future educators at UWM.

The team included Paul Haubrich, professor emeritus, and Robert Kattman, former heads of UWM’s Office of Charter Schools; Professor Emeritus William Kritek; Alfonzo Thurman, professor of administrative leadership, and Julie Kremer, former principal.

Thurman explained how the study’s results could be used to help prepare future educators and leaders.

“In our Administrative Leadership Program, not only do we have readings and discussions about what good leadership entails, but we also bring in experiences from what we learned,” Thurman said.

The success in the five schools sparked the members’ interest in research. They had an idea that leadership was a key component, but they wanted to dig deeper. They wanted to understand the horsepower driving leadership in the schools to pinpoint what made them stand out.

Determining what made the five schools successful helped explain the kind of leadership needed for other schools to be successful as well, according to the researchers. The UWM School of Education Administrative Leadership Program teaches these concepts.

“ ”Thurman said.

The University of Wisconsin-Milwaukee School of Education distributed 128 scholarships to 96 students this fall for a total of $303,900.

Scholarships were awarded to University of Wisconsin-Milwaukee School of Education students for the 2014-2015 school year. The growth in numbers for areas including total number of scholarship applicants, total amount of scholarship money awarded and the average amount of scholarship money awarded per student is significant, according to Rob Longwell-Grice, SOE scholarship coordinator and senior adviser in the Office of Academic Services.

Compared to the 2013-2014 school year, the total number of scholarship applicants increased 18 percent; the total amount of scholarship money awarded increased 31 percent; and the average amount of scholarship money awarded per student increased 43 percent. Scholarship growth demonstrates the UWM School of Education’s encouragement in student achievement and success, said Grice.
Pi Lambda Theta welcomes new members

The School of Education’s chapter of Pi Lambda Theta, the national honor society for educators, inducted new members this spring. Pi Lambda Theta (PLT) is the most selective national honor society in education. With a focus on recognizing outstanding students in education, PLT has maintained exceptionally high membership standards since its founding more than 100 years ago. The Beta Epsilon chapter at UWM was established more than 50 years ago. Membership is open to graduate and undergraduate students who are intending to pursue a career in education, and who have achieved a cumulative grade point average of at least a 3.5 on a 4.0 scale.

New members are: Venner Alston, PhD. Urban Education (Adult and Continuing Education); Jennifer Bashuk, Early Childhood Education; Tatiana Baskin, EC-A, Bilingual Spanish; Alyssa Dahmer, MS, Learning and Development; Jean Gueguereurs, MS, Higher Education Administration; Brooke Hall, EA-A, Science; Alicia Johnson, PhD. Urban Education (C&RD); Shelli Daigle, who leads a mathematics methods class, Kroner recruited a group of SOE students to discuss and evaluate projects with the sixth graders.

The 13 small group presentations ranged from developing methods to help students spell better to ways to stay safe when participating in parkour. The SOE students got the chance to interact with real sixth graders as they offered advice and suggested ways the students could improve their presentations.

Pi Lambda Theta honors new members

T he Wisconsin Association of Colleges of Teacher Education (WACTE) presented awards for professional excellence to two School of Education alumni in April.

Irina Castañeda, a teacher at Clarke Street School, was honored with the Early Career Educator Award, for an outstanding educator who has made an impact in his or her first three years of teaching. Michael Key, a teacher at Garland School, was honored with the Pre-Service Educator Award for his work as a cooperating teacher, helping prepare aspiring teachers.

This is the second year that WACTE has sponsored the award for early career and mentor teachers. This year 42 teachers across the state were honored. WACTE is a professional organization that includes Wisconsin institutions that prepare individuals for teacher licensure.

“Castañeda took on a class of challenging learners with emotional/behavioral disabilities without reservations,” her principal wrote in nominating her. She “proved to be in a league of her own,” the principal added, as she established a positive learning environment. “Her students adore her and have fully responded to her high expectations—socially and academically.”

Even before joining the teaching staff, Castañeda had impressed her colleagues as a pre-intern when she volunteered as a pre-intern when she volunteered to help a cheering club that needed a coach. “Notice the pattern? We do... and we can’t wait to see what is next!” principal Daryl Burns wrote.

The School of Education has worked with Key for more than 15 years in helping prepare urban teachers. As a cooperating teacher, he consistently exemplifies many characteristics of a highly effective pre-service mentor,” members of the MC-EA faculty wrote in nominating him. He holds high expectations for his own students, and for the student teachers who work with him. “He meets with them regularly, provides them with constant written and verbal feedback and generously offers his materials and support.”

Castañeda spoke at the event, outlining her philosophy of teaching. Someday, she may have to limit her commitment but for now she’s determined to work with her students without limits.

“Now you say no to a group of girls who are without a cheerleading coach? How do you not drive a student home to get his field trip permission slip signed, so he can have that opportunity to learn outside the classroom? And then you say ‘yes’ to volunteering with Feeding America at your school every month.”

Amanda Marks, MCEA

S ixth graders at Swallow School in Hartland brought their First Lego League Robotics Program presentations to UWM this fall to get feedback from School of Education students.

The theme of this year’s Lego program was education, with students asked to develop a plan to help students at all levels learn better. “The students thought a good group of people to share their solutions with would be college students going to school for teaching,” says Charrise Kroner, the sixth-grade teacher at Hartland. Kroner is also a doctoral student in educational psychology/learning and development at UWM, and wanted to give the students a chance to visit the UWM campus. With the help of Christian Wood, director for the School of Education’s MCEA (Middle Childhood Early Adolescent) program, and

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NEWS & NOTES

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Two from UWM honored with professional awards

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WELCOME NEW SOE FACULTY

CHERYL BALDWIN, assistant professor in the Department of Administrative Leadership, specializes in training and organizational leadership and improving developmental practices with youth through professional learning.
With more than 25 years of experience, Baldwin created and taught youth development as well as nonprofit and management courses. She is published in peer-reviewed journals and has co-authored book chapters. Her involvement in organizations such as Girl Scouts—Greater Minneapolis, Illinois 4-H Extension and the Boys & Girls Clubs of Greater Milwaukee contributed to her managerial experience.

Baldwin received her BS from the University of Wisconsin-La Crosse. She also earned her MA from the University of Minnesota-Twin Cities and PhD from the University of Illinois Urbana-Champaign.

KALYANI RAI, associate professor in the Department of Educational Policy and Community Studies, not only advances the understanding about emerging multicultural students and families, but also the transformation of education to support equitable classrooms. She works closely with nonprofit organizations, public schools, universities, state agencies and communities in doing so.

Rai’s research focuses on language, race, ethnicity and culture, and how these components relate to the teaching and learning of English Language Learners. One of Rai’s studies includes parents’ cultural and linguistic resources and how those resources became integral to effective instructional practices.

RAI received her MS degree from Virginia Polytechnic and State University and PhD from the University of Wisconsin-Madison. She was the principal investigator of several multi-year federal and state grants. She also has published work in the Journal of Engaged Scholarship, Refugero Works and the Journal of Metropolitan Universities.

ADRIENNE WOODS has been named director of the Charter School Office, which provides quality educational options for youth through the University’s role as a charter school authorizing agent.

Before joining UWM, Woods worked for the Milwaukee Public Schools for 22 years. She held positions such as high school English teacher, school counselor and district-level administrator. She received her BS in English Education from Central State University in Wilberforce, Ohio. She also earned her MS in Educational Psychology from the University of Wisconsin-Milwaukee and a second MS in Educational Leadership from Cardinal Stritch University.

The Leaders Program, sponsored by the National Association of Charter School Authorizers (NACSA) – an organization committed to advancing excellence and accountability in charter schools as well as increasing the number of high quality charter schools across the nation – recognized and inducted Woods as a member. Her experience in the program helped her gain perspective of the charter sector on a local and national level.

Rai received her MS degree from Virginia Polytechnic and State University and PhD from the University of Wisconsin-Madison. She was the principal investigator of several multi-year federal and state grants. She also has published work in the Journal of Engaged Scholarship, Refugero Works and the Journal of Metropolitan Universities.

TWO SCHOOL OF EDUCATION FACULTY MEMBERS WERE HONORED AT THE OCT. 22 ANNUAL FALL AWARDS CEREMONY.

Nadya Fouad received the UWM Faculty Distinguished University Service Award and Leah Rouse received the UWM Faculty Distinguished Public Service Award.

Fouad is a distinguished professor and chair of the Department of Educational Psychology. She also serves as special assistant to the provost for conflict resolution. Fouad studies how people make work and career-related decisions, particularly in understanding the work choices for women and underrepresented minorities.

In addition to her teaching, she has published more than 100 articles, books and book chapters, and her research is frequently cited in leading national media such as the Washington Post.

Her commitment to service to her profession and the University is longstanding.

At UWM, Fouad has served on numerous University-wide efforts such as the Chancellor’s Advisory Committee on Mental Health, and has also made time to serve on more than 25 search committees. She has taken leadership roles within the American Psychological Association and the Society of Counseling Psychology.

Fouad combined her expertise in psychology with her experience as a police officer and established the University’s first peer support program for police and other public safety personnel in 2006. The program now includes police from 80 agencies in 12 states.

“Throughout her years of service to SEI (Spotted Eagle, Inc.), Leah has shown herself to be a tireless advocate for the needs and rights of the American Indian community,” wrote Carrie McGhee, executive director of SEI. Rouse is the outgoing board director.

A former police officer herself, Rouse has worked closely with P.O.S.T., a peer support group within the law enforcement community. When the Milwaukee Police Department lost nine members to suicide in a 10-year period, she and her team studied the tragedies to learn how to prevent them in future. “She and her team from UW-Milwaukee provided groundbreaking revelations into how officers handle job stress,” wrote Elisabeth Wullich, chair of the board of P.O.S.T., in a letter supporting Rouse’s nomination.
Les Johnson receives Joanne Lazirko Award for Excellence in Teaching with Technology

Les Johnson, associate lecturer, Lesbian, Gay, Bisexual, & Transgender Studies, and a School of Education faculty member, received the Joanne Lazirko award for Excellence in Teaching with Technology in fall 2014.

Innovation, integration and leadership: all describe his groundbreaking approach to merging the popular LGBT 200: Intro to Gay, Lesbian, Bisexual & Transgender Studies course with some of the newest educational technologies, according to the awards committee.

Johnson uses Twitter to lead students and scholarship beyond the traditional online classroom. Students enrolled in LGBT 200 might never meet face-to-face, but Johnson’s weekly Twitter-mediated “launch” questions engage them in a dialogue consistent with how they communicate and receive media, and boost their digital literacy: “Extending the classroom to include the world,” is how nominator and School of Education Information Process Consultant and “Tech-nology Evangelist” Chris Miller describes this.

LGBT Studies Coordinator Cary Gabriel Costello calls Johnson’s course design: “Pedagogically strong – using online resources and technologies that actually enhance interactivity and learning.”

Johnson is now among the first at UWM using the open educational platform Ginkotree. Easily results are encouragingly economical and educational. Students no longer spend $50 for a textbook. Through Ginkotree, Johnson assembles and organizes a range of media for study and discussion: photo collections, videos, audio files, and articles. He posts a weekly video to summarize his observations of class work and discussion, and integrates more familiar technologies such as D2L.

Says Miller: “Johnson’s class is a roadmap for how technology can be used to extend access to UWM’s most valuable resource: its core of dedicated and expert professors like Johnson.”

Boening leaves $726,000 to UWM

my P. Teasor Boening dedicated her life to education. After graduating from Central State Teachers College (now University of Wisconsin-Stevens Point) in 1951 with a degree in elementary education, she began teaching in the Milwaukee Public Schools. She dedicated her time and considerable focus and energy to children in the intermediate grades for 18 years – spending 10 years at Carlton Elementary School, six years at Maryland Avenue Elementary School and two years at Longfellow Elementary School.

While teaching, Boening pursued graduate work at the University of Wisconsin-Milwaukee, earning a master’s degree in education in 1964. At the time of her death in 2012, the extent of Boening’s gratitude for the impact higher education had on her life, as well as on her husband and family, became evident. Her estate left bequests totaling $5.87 million to 16 different educational institutions, including the University of Wisconsin-Milwaukee.

Among those bequests was $726,000 to the UWM Foundation, establishing the Amy Teasor Boening Scholarship Fund to provide

For students enrolled in UWM’s School of Education (SOE) graduate program.

Boening lived a life of learning and giving, always thankful for the opportunities that the UW System had provided for her and her husband. Boening served on the SOE’s Alumni Chapter Board in the early 1990s. Her husband, attorney James E. Boening, died in 1989. He was a graduate of UW-Madison and UW-Madison Law School. The couple had no children. Boening’s siblings predeceased her as well.

Boening continued as principal of Hayes Elementary School for 11 years. She finished her career as principal of Grant Avenue Elementary School from 1984 to 1986.

Sixteen scholarships have been awarded since the fund was established last year, including one for Cindy Clough, a doctoral student in social foundations of education, who works with educators to address social issues in K-12 education.

Clough’s goal is to promote inclusive services for children labeled as having disabilities. She has three children, two of whom will be starting college in the next three years, and a husband whose health needs affect the family. The Amy Teasor Boening scholarship has allowed her to increase her credit load and reduce her need for financial aid.

“To Amy, I would like to say thank you for your generosity and commitment to higher education,” Clough says. “At a time when publicly available financial resources are scarce, scrutinized and challenging to access, you can be assured that your scholarship fund has made a difference for this scholar and for the future of social justice work in education.”

“We are so honored to have received this gift from Mrs. Teasor Boening,” says Barbara Daley, who was interim dean of the School of Education at the time the gift was made. “As a School of Education, we help students navigate the rigorous of pursuing a graduate degree, as well as offering opportunities to help them balance the cost.

“Often, donors think about undergraduate students needing financial assistance. However, Mrs. Teasor Boening’s generosity will help us offer more fellowships, assistantships and provide other avenues to help defray the cost of our graduate program. School of Education graduate programs prepare a wide range of professional educators.”
located near the 41-45 split. While she thought through the years, they remained close to Lillian Fuller, visiting back and forth and enjoying hearing about her experiences at the college. They’re happy to share the contents of a box of letters and news articles Lillian left with them.

“She was very well-liked,” says Joseph Ward, staying in touch with many of her “girls,” even after she retired. “Many of them sent her Mother’s Day cards,” adds Marion Ward, and several attended her funeral and donated to the scholarship in her honor.

Her approach was firm, but fair and sometimes even reflected a sense of humor. Marion Ward remembers a story her cousin told about a young woman trying to sneak back into the residence hall through a window after curfew. Fuller heard her and simply commented: “You can close the window; the front door is unlocked. Come in that way. It’s easier.”

When Fuller, a 1922 alumna, died just short of her 100th birthday in 2002, she left some stock to the Wards in her will. “We decided to give that to the University in her honor,” says Marion Ward. “She loved education.”

She and her husband, both in their 80s, are planning to further endow the Lillian Fuller scholarship with a planned gift. She and her cousin were closer than most, says Marion Ward. They grew up in rural Washington County, Marion Ward on a farm and spent many years working for the New York Central Railroad and the Milwaukee Road.

When he passed away in the fall of 2013, Chester was the last member of his family. He wanted to use his estate plan to preserve and honor the memory of his sister and her accomplishments. His trust provided for 50 percent of the assets to permanently endow the Chester A. Raasch and Mildred H. Raasch ’45 Scholarship fund.

Unrestricted scholarship funds, such as the one Chester Raasch donated, are of great value in attracting and retaining high achieving students, says Barbara Daley, former dean of the School of Education.

“Our little brother’s admiration for his big sister is benefiting future teachers and educational leaders in the School of Education,” Chester A. Raasch, who died in the fall of 2013, set up a trust to permanently endow the Chester A. Raasch and Mildred H. Raasch ’45 Scholarship Fund to preserve and honor the memory of his sister and her accomplishments. The money will be used for undergraduate scholarships and fellowships.

Mildred H. (Millee) Raasch, who earned her bachelor’s degree in education from the Milwaukee State Teachers College in 1945, was 10 years older than her brother Chester.

She started teaching when she was 18 years old in a red brick, one-room school near Muskego, and eventually earned her master’s degree in education from UCLA. She went on to teach in the Milwaukee Public Schools, retiring as a principal. She died at age 97.

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“We are immensely grateful to Chester for generously remembering his sister’s alma mater and the role this institution played in her life’s work. Through his gift we have a wonderful opportunity to keep alive the memory of a highly talented teacher who came before us, and a brother’s devotion to his older sister.”

Ferris earned her degree from Milwaukee State Teachers College, one of UW-Madison’s predecessor institutions, in 1942, and began teaching at Morgan School in Appleton. She later earned her master’s degree at UW-Oshkosh, and in 1999 was named UW-Madison’s Foyle Valley Alumni of the Year. She continued to teach the deaf and multiple handicapped until her retirement from the Oshkosh Public Schools in 1982.

In addition to her teaching, Ferris was a 30-year member of SHHH (Self-Help for the Hard of Hearing) and served on the State of Wisconsin Governor’s council for the Deaf and Hard of Hearing. In 1994, she wrote “Bright Silence,” a guide to raising hearing impaired children.

Ferris’s donation to help students in the Deaf and Hard of Hearing Teacher Certification Program

Teachers may complain that no one hears them, but in Margaret Helena Ferris’ case, it was quite literally true. She often said she taught 27 years without ever being heard.

Ferris, who died Feb. 25, 2014, was a long-time leader in teaching the deaf and hard of hearing. Her legacy of helping students continues with her donation to a scholarship fund for students in the School of Education’s Deaf and Hard of Hearing Teacher Certification program.

Her father, who became deaf in his 30s, inspired Ferris to choose a career in deaf education. She met her future husband, Garwood Ferris, a soldier on leave, on the train to South Dakota during World War II. They married after the war ended and raised two daughters.

Scholarship fund set up to preserve and honor the memory of Mildred H. Raasch

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Greetings!

It’s hard to believe I have been with the School of Education for more than a year now, working to build and nurture relationships that will secure the strength and flexibilities of our SOE for years to come. It’s been challenging and uncertain at times, but always rewarding.

Each and every day I am inspired by the dedication and brilliance of faculty, the tenacity of students who juggle many competing obligations, and the donors who continue to prioritize our SOE as a favorite charitable cause.

I have had the pleasure of meeting many alumni and other individuals, listening to their personal stories and their dreams for a better quality of life for families and communities everywhere. I now have a glimpse into today’s classrooms, diverse in so many ways. That diversity brings tremendous joy as well as challenges.

Most of us agree that a community’s quality of life begins with education, and that education must be made available to everyone who wants it. Many extenuating factors create barriers for some in completing their education. Students who are first-generation college students or who are balancing family obligations or who lack funds to pay for college all face extra challenges. The support of friends like you helps to bridge the gap between the cost of an education and what most of our students can afford. I thank all of you for your continued support, in whatever form it takes.

In addition to the loyal generosity of many donors – with gifts large and small – the UWM Foundation manages many endowed scholarships. These “forever funds” will continue to grow and produce scholarships long after we are all gone. You would be pleasantly surprised to learn about the many ways you can provide for your loved ones as well as the causes that mean so much to you.

For more information about all the presentations, papers, grants and other projects School of Education faculty are involved in, please visit uwm.edu/soe/about/news.cfm.

SOE faculty members work year-round on research and in the community.

Last year, faculty member Curtis Jones, senior scientist and director at Socially Responsible Evaluation for Education, completed a study of a new educator effectiveness program for public schools in Wisconsin. (See https://pantherfile.uwm.edu/groups/uwm/SOE/docs/profiles/jones/Wisconsin-Educator-Effectiveness-Teacher-Practice-pilot-report.pdf)

For more information about all the presentations, papers, grants and other projects of School of Education faculty are involved in, please visit uwm.edu/soe/about/news.cfm.

Curtis Jones’ research looked at classroom teaching evaluation. Pictured here is Jennifer Bertrand-LaDuke of Hartford University School, which participated in the research.
In Memoriam

JAMES IRVIN ADAMS, 89, of Mayville, WI, died March 19, 2015. He graduated from UW-Oshkosh and then received his master's of education administration from UW-Milwaukee. He was a WWII veteran who served in the U.S. Navy. He was a principal and vice principal at Mayville and Cedarburg high schools, but especially loved teaching and coaching. He coached various sports at Omen and Cedarburg High Schools, where his teams won conference championships in basketball. Memorials will be used to establish a fund in Jim's name for the School District of Mayville. The Republic, Fond du Lac.

JEANINE ANN BOTHUN, 84, died Feb. 2, 2015, at her home in Shorewood. After graduation from high school, she attended the University of Wisconsin in Milwaukee and earned a bachelor of science degree in music education. Jeanine taught public school music for 36 years, two years in West Allis and 34 years in Menomonee Falls. She was involved in various ethnic international activities in and around the Milwaukee area, often as a performer of international folk dances. Milwaukee Journal Sentinel.

ROBERT M. DEUBLER, 83, of Manitowoc died Jan. 2. After high school, he continued his education at Oshkosh State College where he received his BS in education. He then furthered his education at the University of Wisconsin-Milwaukee where he received his master's degree in secondary special education. After teaching at Fox Lake for two and a half years, he returned to Manitowoc where he was a teacher at Lincoln High School for 33 years. He served as tennis coach for many years. In 1956, Bob and his wife, Ellie, started the Manitowoc Tennis Club and for many years they ran the Manitowoc County Tennis Tournament. Bob was inducted into the Lakeshore Hall of Fame, Lincoln Wall of Fame, and the Wisconsin State Tennis Hall of Fame. Herald Times Reporter (Manitowoc, Wisconsin).

BEATRICE JOAN FORD, 90, died Monday, March 2, 2015, in Fond du Lac. She attended Dodge County Normal School and Milwaukee State Teachers College. She graduated from Marian College (University) in 1961 with a bachelor's degree. She also did post-graduate work at UW-Oshkosh and UW-Milwaukee. She retired in 1986 after serving as a teacher and principal for 42 years. The Republic, Fond du Lac.

KATHLEEN A. GROSKOPF, a Jefferson real estate agent who spent many years as a county supervisor, died Feb. 16, 2015, at age 76. She graduated from the University Wisconsin-Milwaukee with her bachelor's degree in education. She held various positions in education until becoming a well-known real estate broker in the area. She was involved in Germantiedtich Days Inc., Jefferson's German heritage celebration. Her obituary suggested that instead of a funeral, friends "ride a motorcycle; paddle a canoe; ski down a slope, swing a tennis racket; hug a dog, dance a polka and spend time with family." Daily Jefferson County Union.

DENNIS JANISSE, 62, Green Bay, formerly of Sheboygan, died Jan. 23, 2015. Following his graduation from Plymouth High School, he continued his education at the University of Wisconsin-Milwaukee where he earned his bachelor's degree in education. He worked for 25 years at Howards Grove Middle School as a sixth-grade teacher. He was proud to have shaped the children he taught and prayed that he would have impacted just one child, according to his obituary. Green Bay Press-Gazette.

JAMES IRVIN ADAMS

ANN T. (WELNACK) TENAGLIA died March 22, 2015, at the age of 81. She graduated from Wisconsin State College (a UW-Milwaukee predecessor institution) in music education and later attended Alverno College and MATC. Ann played flute and piano and gave private lessons. She worked at St. Paul Insurance and the YMCA. Milwaukee Journal Sentinel.

ROY H. VOELZ, a Milwaukee-area dentist and string bassist, was born and died at home (July 28, 1918-Sept. 18, 2014). He graduated from Milwaukee State Teacher's College (UW-M) in 1941 with a music and economics major and a history minor. He and his future wife were stand partners in the clarinet section of the band. After serving in World War II, he played string bass with the best big band groups of the era and later became a dentist. Walking to work every day, he eventually logged enough miles – 25,000 – to equal a trip around the earth's equator, according to his obituary. Milwaukee Journal Sentinel.

LORNA M. WAECHTER, 97, of West Bend, died Jan. 13, 2015. She was a graduate of UW-Milwaukee with a master's degree in education and worked for many years in the Recreation Department in the Milwaukee school system. Milwaukee Journal Sentinel.

IRENE B. SORKNESS of Madison died April 8 at age 97. She was a graduate of UW-Milwaukee with a master's degree in education and worked for many years in the Recreation Department in the Milwaukee school system. Milwaukee Journal Sentinel.

ANNETTE POLLY WILLIAMS, who was credited with helping Wisconsin’s School Choice Program, was the longest-serving woman in Wisconsin’s legislature. “She was a fierce fighter and did what she believed was right for African-American kids living in poverty and was relentless in her fight on the educational front,” Milwaukee Mayor Tom Barrett told the Milwaukee Journal Sentinel at the time of her death. “She didn’t care if she was fighting Republicans or Democrats, she was going to do what she thought was right.” Williams also established the African American Education Council, an organization designed to give black residents a voice in efforts to reform Milwaukee Public Schools. UW-M honored her with a Distinguished Alumni Award in 1994. She retired from the legislature in 2010 after serving for 30 years. Milwaukee Journal Sentinel.

Correction: In the last edition of EdLine, Stephen Mekel-Hess was incorrectly listed under the In Memoriam column, due to an error in our database.

In addition, the following alumni of UW-Milwaukee’s School of Education or its predecessor institutions, The Milwaukee State Teachers College, have died since our last publication.

Carolyn J. Adams
Lynn M. Beverung
Anne D. Beyer
Karen J. Black
Ralph B. Bronner
Carol J. Bugge
David M. Carnes
Sam J. Castagna
Nancy Le. Catfield
Phillip A. Chan
Dennis M. Delzer
Roy R. Fortune
Julia B. Haese
Dunoty C. Hierro
Harold H. Hohenfeldt
John R. Hoveath
Joseph L. Kennedy
Eunice K. Knutzen
Sharon B. Kochel
Anna M. Kowalsky
Donna T. Mannisto
James L. Merchant
Gerald D. McDermott
Richard E. Moring
Dunoty B. Nagy
Susan A. Niew
Edward R. Neudtner
Ruth S. Nohl-Genger
Beverly J. Noldeberg
Wesley A. Ostercheid
Heinz Pfaffler
Gertrude Prochpe
Gilbert A. Reiner
Richard L. Rogge
Jack Rusmore
Phyllis L. Santini
Jennifer Savodelli
Joseph J. Semrow
C. Keith Smith
Peter L. Slocum
Eunice S. Stinchfield
Glenne M. Tousheim
Helen W. Wilhey
Mary A. Wolfe

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