The field of teacher education is undergoing incredible shifts. Some of these, like budget cuts and legislation impacting how teachers are prepared, we don’t have much control over. One major change, though, we can prepare for. A recent article in the Milwaukee Journal Sentinel summarized demographic changes that will impact teachers, particularly in urban schools. According to the U.S. Census Bureau, more than half of the nation’s children are expected to be part of a minority race or ethnic group.

Many urban schools are already majority minority. Some, like the schools mentioned in a story about faculty member Lynn Sedivy’s work with young immigrants, serve numerous minority race or ethnic group. As these demographic shifts change schools and communities, it is vital that we not only prepare teachers who are knowledgeable, but prepared to work with students from a variety of backgrounds, sometimes speaking different languages. At the same time, we also need to recruit more teachers from broader, more diverse backgrounds. Role Models, and the goal is to increase the pool of available teachers from broader, more diverse backgrounds.

Alumna Nancy Lindenberg is establishing a fund to help students with short-term needs. Other new educators and soon-to-be graduates, like Jason Lopez, Jared and Amber Anderson and Nicole Lesser, came to teaching as older students who bring life experience to the profession. As he mentions, a number of his students have never before seen an African American male teacher in their classrooms. Other new educators and soon-to-be graduates, like Jason Lopez, Jared and Amber Anderson and Nicole Lesser, came to teaching as older students who bring life experience to the profession. As he mentions, a number of his students have never before seen an African American male teacher in their classrooms.

As always, scholarships are vital, especially for students who come from economically disadvantaged backgrounds, but choose to pursue careers in education. A new partnership with City Year is providing scholarships for students who follow different paths into the field. Alumna Nancy Lindenberger is setting up an emergency resource fund to help students who experience temporary financial challenges. Friends and family of Reuben K. Harpole, Jr., an alumnus, have established a scholarship in his name that has benefited students like Nate Deans. We also remember longtime friend of the school, the late Al Jarreau, who established and funded a scholarship in the name of his teacher-mentor, Thomas Cheeks, a pioneering African American arts educator in the Milwaukee Public Schools. We also have dedicated faculty and staff like Hope Longwell-Grice who established a scholarship to help students from a variety of backgrounds, particularly in urban areas.

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Sometimes when he walks into a classroom for the first time, Nate Deans sees the surprise in some students’ eyes. “I may be the first African American male teacher they have ever seen.”

Deans, a 2010 alumnus of the School of Education, teaches English at Riverside University High School. His work goes beyond teaching his students, however. “I try to be a motivator, an inspirer and set an example for them.”

As a graduate of Riverside University High School, his heart is in the urban schools and he feels a special obligation to the students of color who are now the majority in many of those schools. “Primarily, all my students that I teach are people of color.”

Deans was inspired to become a teacher by his grandmother, who was also a teacher and wrote a novel. “My grandmother was always a motivator. She was the first person who started me thinking about college.”

While many teachers play a role in their students’ lives, it’s especially important for the African American students, particularly the male students, to see African American male professionals in their classrooms, says Deans.

“I’m someone they can talk to about their lives because I’ve been through similar experiences growing up in Milwaukee. I’ve been in their situations.”

He is humbled, he says, when students tell him he’s the reason they come to school. “I hope they see a teacher who actually cares about them. They don’t get to see many educated black men teaching, and I get to be this person for them.”

In the classroom, Deans encourages students to draw connections between their experiences and the books they are reading. For example, in a lesson on “Farewell to Manzanar,” about a Japanese family’s life before, during and after imprisonment in a World War II internment camp, he asks students to think about parallels with their own lives.

He reads a passage where one of the authors, Jeanne Wakatsuki Houston, talks about how the simple loss of family mealtimes in the camp contributed to the breakdown of the family. Deans encourages the students to talk about how similar breakdowns in rituals can erode the lives of their families.

He often brings the students over to events at UWM to introduce them to both a variety of cultural events and activities and the possibility of college in their own futures.

“I felt UWM did and does a really good job with urban education. It gives students a practical sense of what stepping into an urban high school is like.”

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Through UWM, he met one of his own mentors, Reuben Harpole, a longtime educator and activist in the African American community. Deans was proud to receive the Reuben E. Harpole Jr. scholarship while at UWM. “He is phenomenal,” says Deans of Harpole. “No one becomes successful on their own. There’s always been someone before you on the path. His scholarships are crucial in motivating students.”

Deans’s wife Nyida is also a teacher, and provides ongoing support and encouragement. “Teaching is rewarding – some days it’s challenging – but overall it’s rewarding.” The Deans have three young daughters, Nyla, Nakayla and Nora.

His children and his students motivate him, Deans says. “Teaching gives me the opportunity to look at Milwaukee and see hope and change. People of color who care for these kids and see them as people and not statistics are needed in our schools. These students need hope and vision.”

Read more at uwm.edu/deans
“There’s so much work to be done with our schools and our communities that this is the perfect place to do field work and to study.”

LIFE DETAILS HER EDUCATION PLAN, BUT COMMUNITY EDUCATION STUDENT PERSISTS

Nicole Lesser’s education career is a poster illustrating the quote “Life is what happens to you while you’re busy making other plans.”

Lesser, now in her mid-30s and a senior in the Department of Social Work, says she too was a nontraditional student, with a son sometimes joining her on campus or down with her to do homework. Her son sometimes joins her on campus or runs programs, I started to see a lot of the students running programs who had no real connection with the people they were serving.”

When she was at UWM earlier, the community engagement and education degree (CEED) program didn’t exist, but when she resumed her studies she found it was the perfect fit for what she wanted to do. “I like having experience to bring to the table in class discussions. Having been a mother, someone who’s worked in nonprofits and had struggles in life, I don’t approach my readings with a 19-year-old brain,” she says. “The staff here makes you feel valued.”

Lesser says she’s always worrying about how far she’s come. “I know there are others as busy with classwork during the day and two children in the evenings. Wesley is 4 and his sister, Bay, is 3. I could go without a degree. That’s what kept me coming back. But when I had my first class with Aaron Schutz (professor in the Department of Educational Policy and Community Studies), I just realized this is what I’m supposed to do.”

“Together in life and teaching

Three years ago, Amber and Jared Anderson drove to Drake University in Iowa and back in one day to hear well-known scientist and educator Neil deGrasse Tyson speak. That’s one indication of how passionate the Andersons, both now seniors in the School of Education, are about teaching science. Both are nontraditional education majors, married with two children and juggling family and classes to pursue teaching careers. For Amber Anderson, hearing Tyson speak passionately about the need for science literacy in America helped her decide what she wanted her teaching focus to be.

“For those 10 years in the nonprofit field, you can get the work in. It’s at 3 a.m. that’s when I do it.”

Earning and keeping a number of scholarships and grants, along with a part-time job, has helped her put her focus on academics. Her ex-husband has also been supportive. “He’s a great dad. I wasn’t even married,” she says.

Her children have adapted to her scholarly life, cheering her on to go to a November awards ceremony and sitting down with her to do homework. Her son sometimes joins her on campus or runs programs, I started to see a lot of the students running programs who had no real connection with the people they were serving.”

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She had to go through two more surges last summer, and sometimes
taking care of her children and going to school consumes a great deal of her time. “I still pull all-nighters. It’s whenever I can get the work in. It’s at 3 a.m. that’s when I do it.”

“Family is important to them and they want their children to be close in age, but add a little university while they were still in school has proven more difficult than they thought.”

“We often find ourselves not even understanding what subject I wanted to teach. Jared was dead set on science from the beginning, but I wasn’t a little scientist.”

The Andersons, who both graduated in May, spent some time after graduating from high school in 2007 finding their career paths. They were married and had one son when they came to UWM in 2012. Both had worked other jobs after high school, but were looking for careers that inspired them.

“We wanted our jobs to be meaningful,” says Amber. “So we could look forward to going to work and making a difference.”

“We’ve stayed up until 4 a.m. just to get up at 6 with the kids to get them to school. That’s almost the routine, rather than the exception.”

“Family and staff at UWM have been incredibly supportive, both agree. Senior academic adviser Andrea Azarian was a big factor in their decision to come to UWM, says Amber. “She was so unbelievably helpful from day one.”

Jared’s lead professor Craig Berg and senior lecturer Ray Scolavino in the MACSTEP 2.0 science education program (A School of Education partnership with the Boys & Girls Clubs of Greater Milwaukee) Amber worked with that program for two years. Family is important to them and they want their children to be close in age, but add a little university while they were still in school has proven more difficult than they thought.”

“We often find ourselves not even starting homework until 3 or 4, so Jared said. “We promised to parents they are Life Impact scholars, which has helped them a great deal, especially since Amber’s financial aid ran out.”

When they graduate, the Andersons are planning to look for positions in urban schools. “One of the reasons we chose UWM was because of its emphasis on culturally relevant teaching and urban education. A lot of education programs don’t focus on that enough.”

“Teaching science is one of their goals, but like Tyson, they also want to teach children to think critically and find their own paths, says Amber. “We’re interested in educating kids to be well-rounded individuals, helping them discover their own strengths and weaknesses and improving their logical thinking. Science is a great medium for that.”

Read more at uwm.edu/andersons

EdLine 2017 // uwm.edu/soe
EdLine 2017 // uwm.edu/soe

IN TEACHING

uwm.edu/soe // EdLine 2017

DIVERSITY

This wife, Lindsay, died of leukemia, leaving that would make a difference. Six years ago, tragedy and the decision to do something Brookfield Central.

convention last fall. Lopez now teaches at of Teachers of English at the group’s of the year by the Wisconsin Council honored as the outstanding student teacher students on the importance of education.

FINDS JOY IN TEACHING

UWM ALUM

FINDS JOY IN TEACHING AFTER TRAGEDY

I

is a 13-year career in retail sales, Jason Lopez enjoyed educating his customers at American TV about the products they were buying. But he often thought about applying those skills to selling students on the importance of education.

The May 2016 UWM graduate was honored as the outstanding student teacher of the year by the Wisconsin Council of Teachers of English at the group’s convention last fall. Lopez now teaches at Brookfield Central.

Lopez’s path into the field grew out of a They were buying. But he often

UWM ALUM

FINDS JOY IN TEACHING AFTER TRAGEDY

Jason Orozco, who teaches at Riverside University High School, and he had previously won this award as student teacher of the year. I decided that would be really cool to do that, but I never thought it would actually happen.”

Tom Scott, senior lecturer in the English Education program, Andrew Kincaid, associate professor of English, and Carol Ross, his instructor in the Writing Workshop course, were among the many UWM faculty who helped him and encouraged him in his studies, Lopez said. His family was also supportive. His mother, stepfather and girlfriend, Cheryl Everts, a social worker, helped take care of the children while he was in class and student teaching. (Her son, Chase, is now also part of what Lopez calls his “happy blended family”)

“I couldn’t have done it without my girlfriend. She was instrumental in encouraging me to do this. My stepdad has always been there for me, and always said he’d do whatever he could to help the next generation. And my mom was so happy. All her friends were there at my graduation.”

Seeing students progress and encouraging their learning is the reward for the years of study and effort, Lopez said.

“I like to see the students’ eyes light up when they finally get something. That really gives me joy.”

Read more at uwm.edu/lopez

Elementary (BS) Keane-Rudolph thought he would like to be a teacher – an idea friends and his pastor encouraged because of his interest in working with youth at his church and his Woodbury, Minnesota community.

But because he wasn’t quite sure, after he graduated from high school, he joined the City Year program and came to Milwaukee to work in the public schools.

“After my first year, I knew I wanted to teach and I wanted to teach here in Milwaukee,” says Keane-Rudolph, now heading into his junior year at UWM. Keane-Rudolph, who was with City Year for two years, in one of a number of alumni of that program who have come to the School of Education to earn a degree.

This year, UWM and City Year Milwaukee established a partnership that will further encourage these young people to follow their alternative pathway into education.

City Year, which currently operates in 28 U.S. cities, sends AmeriCorps members into high-need schools to help students stay on track through graduation. Last year, City Year Milwaukee corps members provided tutoring, mentoring and classroom assistance to more than 7,400 students in Milwaukee Public Schools.

Through the partnership, City Year, AmeriCorps members and alumni are eligible for one of five renewable $2,000 School of Education annual scholarships. This is the first agreement of its kind with a Wisconsin university that City Year has established.

“City Year corps members spend a year exploring and affirming their commitment to education,” says Robert Longwell-Crisc, senior advisor in the School of Education’s Office of Student Services. “UWM SOE values these experiences because our mission is to prepare high caliber educators to serve the students in the region in a variety of careers, including teaching.”

Keane-Rudolph sees the need for more African American males in the teaching profession, and is pleased that this partnership is offering others like him a chance to experience the field.

“City Year allowed me to see what I was getting into, especially if I wanted to work in MPS,” he says. “And it showed me that I not only wanted to be a teacher, but wanted to work with middle school students because middle school is such an important and pivotal point in a child’s life.”

Aleksandra Goklic is another alumna of City Year who came to UWM. After graduating from Pomona College in California with a literature and cognitive sciences degree, she wasn’t quite sure where she wanted to go with a career when she joined City Year.

After starting out in special education at UWM, she hopes to eventually enroll in community education through the Cultural Foundations of Education master’s program.

“UWM is one of the few schools that have a community education program, and it seemed a good way to use my own strengths and passions to meet the needs of students,” Goklic says.

City Year is excited about the partnership’s benefits. “An increasing number of our corps members are interested in a career in education after their year of service,” says Deanna Updike, senior advisor in the School of Education’s Office of Student Services. “That allows us to offer scholarships to our diverse and talented alumni,” says Meralis Hood, managing director of impact for City Year Milwaukee.

See Scholarships, Page 32, for names of those awarded scholarships.

CITY YEAR PARTNERSHIP: A NEW PATHWAY INTO TEACHING

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UWM, MPS and MATC Launch Joint Education Initiative

The University of Wisconsin-Milwaukee and Milwaukee Public Schools launched a joint education initiative, M³, to improve educational outcomes for students from K3 to college throughout southeastern Wisconsin. M³ is a game changer for our students, families and the community, said Carrese Driver, superintendent of Milwaukee Public Schools. “Working together, we can change what secondary and post-secondary education looks like in our community, providing an incredible opportunity to make a positive impact on our neighborhoods and our neighbors.”

M³ is divided across five major goal groups to help students progress from high school to college to the workforce more efficiently. The five major goal groups are: M³: enable students to improve their educational outcomes; M³: support Milwaukee Public Schools’ Lynde & Harry Bradley Tech Commission, but established M³ to improve educational outcomes for students from K3 to college throughout southeastern Wisconsin; M³: for change for our students, families and the community, said Carrese Driver, superintendent of Milwaukee Public Schools. “Working together, we can change what secondary and post-secondary education looks like in our community, providing an incredible opportunity to make a positive impact on our neighborhoods and our neighbors.”

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When do students start Algebra?

The issue is important, explained Michael Steele, an associate professor of education at the University of Wisconsin-Milwaukee, because Algebra 1 is a foundation for other key STEM (science, technology, engineering and mathematics) subjects. Educators and policymakers have argued that access to beginning algebra can be an indicator of future college success, and that denying students of color timely access to these courses is a civil rights issue.

Steele and colleagues at other universities conducted a national survey of school districts to find out when students are taking Algebra 1.

The National Science Foundation-funded study looked at such issues as: when algebra was introduced; how universal it was; and what curriculum was followed. The Consortium for Policy Research in Education published the study in the summer of 2016.

A key finding of the study was that getting a much clearer picture of what districts are actually doing

“there has been a lot of rhetoric and some policy analyses over the past five to 10 years that have suggested that access to beginning algebra is becoming a civil rights issue. And that denying students of color timely access to these courses is a civil rights issue. However, in our study, we did not find that to be the case.”

“With these three initiatives working together, M³ is building an education pipeline focused on increasing student and community success, which will address the workforce needs of our region’s employers,” UWM Chancellor Mark Mone said.

The M³ concept was born in winter 2015, when education executives from MPS, MATC and UWM joined a commission to support Milwaukee Public Schools’ Lynd and Harry Bradley Technology & Trade School. Their blueprint to strengthen classroom success and boost career readiness for Milwaukee youth marshalled the resources of MPS, MATC and UWM to help students progress from high school to college to the workforce more efficiently.

The M³ initiative is the culmination of the Bradley Tech Commission, established by UWM, MPS and MATC to improve educational outcomes for students from K3 to college throughout southeastern Wisconsin.

M³ is a game changer for our students, families and the community, said Carrese Driver, superintendent of Milwaukee Public Schools. “Working together, we can change what secondary and post-secondary education looks like in our community, providing an incredible opportunity to make a positive impact on our neighborhoods and our neighbors.”

For more about the study, go to uwm.edu/algebra

UWM, MPS Partnering to Improve Math and Science Teaching

The University of Wisconsin-Milwaukee and Milwaukee Public Schools received a $2.4 million grant from the National Science Foundation to improve the teaching of mathematics and science in Milwaukee public high schools.

The five-year project, the Milwaukee Master Teacher Partnership, started in fall 2016 and will run through summer 2021.

The partnership will engage 25 teachers with master’s degrees across MPS high schools in personalized professional development and classroom-based research.

“This effort will strengthen the professional capacity of high school mathematics and science teachers and create a new generation of teacher-leaders in science and mathematics,” said Michael Steele, the project leader. He is an associate professor of mathematics education and chair of the Department of Curriculum & Instruction at UWM.

To read the rest of the story, please go to uwm.edu/partnership

High-quality Early Education Has Broad Benefits

UWM, MPS and MATC launched their joint education initiative, M³, in January.

High-quality early childhood education can have a positive impact for financially disadvantaged infants and toddlers.

That was one of the conclusions of a new study that involved the School of Education’s Nancy File, Kellner professor of Early Childhood Education. The study, published in the journal Child Development in February, involves research led by the University of North Carolina. The research was done at Educare schools in Milwaukee, Chicago, Omaha and Tulsa.

Not only did language skills improve for the children involved in the study across the Educare schools, but these children had more positive interactions with their parents and displayed fewer problem behaviors than children who did not attend Educare, the study found. Educare is a comprehensive, research-based early childhood education program that every student take eighth grade Algebra 1,” said Steele. “It was actually a state policy in California and Massachusetts for quite a while, but the evidence we find in our research does not suggest a strong policy push toward mandating that every student take eighth grade algebra.

Another issue the study looked at was whether historically marginalized populations were being restricted in access to Algebra 1, considered a foundation course for future STEM learning.

“What we see in the data is that there has been progress along those fronts,” said Steele.

Steele and the team are planning to publish additional research based on the case studies they did following the survey.

For more about the study, go to uwm.edu/algebra

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Not only did language skills improve for the children involved in the study across the Educare schools, but these children had more positive interactions with their parents and displayed fewer problem behaviors than children who did not attend Educare, the study found. Educare is a comprehensive, research-based Head Start program serving financially disadvantaged children, ages 6 weeks to 5 years, and their families.

An important finding of the study, said Steele, was getting a much clearer picture of what districts are actually doing.

The achievement gap for children from low-income families has been an enduring problem, but relatively few programs have been successful in narrowing that gap,” said Noreen M. Yazejian, senior research scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill and the study’s principal investigator. “These findings suggest that a comprehensive, research-based early childhood education program can make a difference for children even after just one year.”

The randomized control study was conducted by Yazejian and colleagues from UNC, UWM, The University of Chicago, University of Oklahoma and University of Nebraska Medical Center.

“This study validates the importance of the work we are doing at Next Door’s Educare school — we know that early childhood education is critical for the future of Milwaukee,” says Tracey Sparrow, president of Next Door.

The study consisted of a sample of 239 children. Researchers compared those children who attended Educare to those who did not. The study began enrolling the children before they were 1 year old and assessed them one year later.

“We hope the findings from this study will provide new evidence to convince policymakers to increase investments in high-quality early learning for infants and toddlers,” said File.

Child development research shows that strong language skills, social-emotional skills, and parent-child relationships at an early age are all predictive of a child’s future success in school and in life. The researchers involved in the study will continue to follow the children until they enter kindergarten.

Read more at uwm.edu/earlychildhood
FACULTY

A MATTER OF PERSPECTIVE

I

n tiny village just outside Dakar, Senegal, people wonder if the 8-year-old girl who won’t talk and avoids eye contact is bewitched.

In a Milwaukee high school, administrators think the student who routinely leaves the classroom without permission is a behavioral problem and should be disciplined.

But special education professor Elizabeth Drame sees these children differently. She’s conducted more than a decade’s worth of research and interviews with parents, teachers and advocates for children who come into classrooms with diagnoses such as autism, emotional/behavioral disorders and learning disabilities.

She has worked to address the special education needs of these children in Milwaukee, Kenya, New Orleans, Ghana and Senegal, focusing on black communities. She’s done so collaboratively, sometimes while embedded in a parent group or overseeing a large community project. It’s complex work, but Drame believes she identified one facet that helps all children prepare for a productive life: inclusion.

In evening courses with her special education students — many of whom are already classroom teachers — Drame challenges long-held assumptions and biases regarding children who have special needs. “It’s beneficial to all of us to see lives and circumstances not as ‘normal’ or ‘abnormal,’” Drame says, “but to understand that there are different ways of being. If seeing differences among us becomes normal, then inclusion of all will become normalized.”

Drame was named a Fulbright Senior Research Scholar in 2011, then relocated her research and two school-age children from Milwaukee to Dakar, Senegal. There, her research projects included the evaluation of education centers for children with disabilities. She noticed that autism seemed particularly challenging for educators and families.

“The teachers and administrators were telling me: ‘We don’t know how to understand the way these children are, or what to do with them. We don’t know how to talk to families about the fact that their children are not behaving.’”

Her observations supported findings from the African Child Policy Forum. The continent faces a shortage of trained and special education certified therapists, physicians and educators. Rehabilitative services that are provided weekly in the United States might happen only two or three times a year in Dakar.

Services in the U.S. are more accessible, Drame notes, but barriers still exist, particularly in urban communities. For the one in 68 American children who have autism, diagnoses can be made as early as age 2 or 3. But Drame says children of color might not receive an accurate diagnosis until much later.

“If you operate from the assumption that black families are disorganized and come from violent communities, and see all of the different things that are going to impact the child’s language and development,” she explains, “then we can see medical professionals leaping to an assumption that the child in front of them has a behavioral problem or developmental delay rather autism.”

To address these barriers, Drame launched the interdisciplinary Autism Spectrum Disorders Certificate Program in 2010. Since returning to Milwaukee in 2012, Drame has sharpened the focus of her research on autism.

She’s prioritized working with families of color because they are often shut out of policymaking and advocacy efforts. She takes their concerns personally, and they’re a big reason she helped resurrect the now-annual Milwaukee Urban Autism Summit in 2014.

WORKING WITH THE COMMUNITY

Twenty-five years ago, Emily Levine consulted experts from Milwaukee to Chicago looking for autism answers on behalf of her son. Now, she directs the Autism Society of Southeastern Wisconsin.

Many Milwaukee parents the society serves can’t take a day off work, drive very far for consultations or pay for a second opinion. The autism summit is for them.

“Instead of having a PowerPoint format by a lecturer,” Levine says, “we’re having an interactive discussion that’s panel-driven. We’re using the lived experiences of people in the community to support each other.”

Drame also teaches the nuanced intersection of behavior, race and culture to students like Jonathan Arens. A first-year special education teacher in Milwaukee, he works with high school sophomores diagnosed with emotional/behavioral disorders — EBD — for short — and other health impairment, or OHI.

The EBD diagnosis is applied to children whose behavior or emotional responses deviate from established norms, which affects their ability to meet expected classroom standards and behavior OHI describes someone who doesn’t fully respond to environmental stimuli, possibly due to another health condition like asthma or attention deficit disorder. Both conditions prompt teachers and administrators to create an individualized education program, or IEP, a complex legal document that identifies a child’s learning needs and spells out how those needs will be met.

For Arens, Drame’s Behavioral Supports evening class at UWM is a place to sift through the delicate demands of his brand-new career.

“EBD is a controversial diagnosis because it’s predominantly given to African-American boys. You have to wonder how that’s decided,” he says. “Dr. Drame’s class provides really good cultural context — you need context for everything you do as an educator — for understanding what these students need to succeed.”

Arens is paired with a regular teacher who writes and teaches the lessons, while Arens makes sure all students’ IEPs are precisely followed. After two semesters with Drame, Arens knows well her most important advice for special educators: “Behavior is a form of communication.”

It reminds him of a student who frequently leaves class without permission and is widely considered a “behavior problem.” Arens stopped back from the labeling and, over several months, analyzed the child’s behavior pattern, which was rooted in being teased about a brand-new career.

Maybe that child will never read easily. Perhaps the child will stop formal schooling after receiving a high school diploma. But Drame insists on viewing children who have disabilities through a wider lens.

“A child with autism, or who is described as EBD or OHI, doesn’t need to have their dignity and worth limited by what is considered normal,” Drame says. “They need to be accepted and appreciated as human beings with an exceptionality. Whether it’s a great singing voice or an aptitude for programming, every child has a gift within them that can enrich our community and society.”

Read more at uwm.edu/autism
Burma, Syria and the Democratic Republic immigrant and refugee children from School of Education.

The first-grader, who is a refugee from Burma, is creating for his new book “My New School.” He spends a lot of time on that day, carefully writing the word “bubbler” underneath it. That page alone is just one of many that the first-grader is creating for his own book.

Sedivy is helping small groups of former English as second language (ESL) students practice communication skills, such as writing left to right and turning the page correctly. The children know how to overcome their fears and learn more about their new environment.

“Coming to the United States from a refugee camp can be a terrifying and overwhelming experience,” says Sedivy, a former English as a second language (ESL) educator who now teaches early-childhood education and ESL to aspiring teachers at UWM. Some of the children have never been in school before. Add to this the complexities of eating different foods, learning a new language and adapting to a new culture. Writing “My New School” gives the children a fun way to overcome their fears and learn more about their new environment, she explained.

Sedivy works with teachers and staff who have expertise in educating children who are still learning English. The book project can help the children boost their vocabulary and learn basic literacy skills, such as writing left to right and turning the pages in a book.

The project can be a fantastic resource for the children who are still learning English, she explains. They will be able to encourage their students with a few words in their own language as well as English.

Writing “My New School” gives the children a fun way to overcome their fears and learn more about their new environment. The children know this, and they can see it by the degree of comfort and happiness the children display in the ESL classroom.

Sedivy knows a little Karen, one of the languages of Burma, from her experience tutoring refugees through Lutheran Social Services. So she is able to encourage her students with a few words in their own language as well as English.

Sedivy currently has funding for up to 25 children, and in hopes to eventually expand the project to include more books and more children.

“The books are a really good way to help them write their own stories and share them with parents and friends,” Kramer said. For many of the children, this will be the first English-language book in their homes. “When they are older, they can look back and see how they’ve progressed.”

Long-term, Kramer is hoping to eventually expand the project to include more books and more children.

Making Sure Programs to Help Students Improve Behavior Work

David Klingbeil is interested in helping schools help students improve their behavior.

That can be a big problem for anyone who ever tried to deal with disinterested or unruly students. Klingbeil, an assistant professor of educational psychology who came to UWM in 2013, specializes in school psychology. He received his B.S. in psychology from WMU, and his doctorate from the University of Minnesota.

He not only teaches graduate students who are aspiring to become school psychologists, but helps supervise their practical experiences in local schools.

In his research, he focuses particularly on urban schools, trying to identify and encourage the use of evidence-based practices that can help improve student behavior and academic results.

Currently, he’s doing research on two approaches that are being tried out in local schools.

One is called Check In Check Out (CICO) “It’s a behavior intervention for students who demonstrate some problem behaviors,” he says. The technique is used with students who haven’t responded to school- or class-wide attempts to get their behavior back on track.

The Check In Check Out intervention uses a daily point card to help students, teachers, parents and counselors track how the students are doing on specific behavior goals they’ve set. The students “check in” at the beginning of the day and pick up the cards. At the end of the day, they “check out” with their filled-in card and take it home for parents to sign. Throughout the day, teachers provide feedback to students on their behavior. The focus is on having teachers offer positive encouragement to help keep the students on track.

Klingbeil has a two-year grant to study CICO in 52 Milwaukee Public Schools—with 25 schools that are using a modified Check In Check Out method, and 25 others that are doing “CICO as usual.” Klingbeil worked with the district to develop training for school staff over the summer of 2016, and the grant provides the resources to evaluate the outcomes. Now Klingbeil will be working with his graduate students to help evaluate how the modified program is working. “We’re trying to link Check In Check Out to the child’s behavior. That’s it in a nutshell.”

He is also doing research evaluating a reading intervention program for English Language Learners that helps them develop their oral reading fluency. In another project, he is working with colleagues to evaluate universal screening practices. He is working with the Elmbrook School District to look at ways to improve the identification of students needing additional help.

His most recent project evaluated the district’s current screening practices across the two major shifts in the Wisconsin statewide achievement test given to students in grades three through eight.
ENGLISH TEACHING, WITH A SIDE OF TECHNOLOGY

Candace Doerr-Stevens, assistant professor of curriculum and instruction, is teaching and researching about ways technology and multi-modal approaches are influencing literature and composition classes.

Doerr-Stevens, who has been at the School of Education for three and a half years, became interested in different approaches to teaching when she was an English teacher. At the time, English classes were focused on the printed page. She would have parents complain: “When she started to explore video and video editing, she found another way of helping her students express themselves.”

“Video allowed me to create and play with narratives that I didn’t feel I had the power to do with words,” she introduced the possibilities of video in her teaching. “It was interesting to see how much my students loved it, especially my students who didn’t want to write at all, but also my students who really enjoyed writing.”

Now, much of her teaching focuses on teaching teachers to help students find multiple approaches to expressing themselves through digital storytelling in English, social studies, science, mathematics and other classes.

And her research is looking at how teachers are incorporating different forms of composing into their classrooms.

“Rather than just having teachers look at all these great things students are doing, I’m thinking about how prospective teachers can do the same thing,” she says. “How do they integrate them into the classroom?”

One area she’s exploring with her students is how to meet curriculum standards, like those in Common Core, using methods different from traditional text and paper-based formats. Often, she says, “standards are set up around the printed word, I would say it’s really how you define test – is it bound to the printed page or can it be a web-based mini-video documentary? I would say yes.”

So, for example, if students are exploring the theme of civil rights, they could read the speech by Martin Luther King, Jr. or compare and contrast his words with a video of Malcolm X, or use a story chain of tweets about Black Lives Matter.

Her own work with ArtsECO, a collaboration between the School of Education and the Peck School of the Arts to integrate arts into classroom teaching of other subjects, has expanded her understanding of multi-modal approaches to creating and composing. “ArtsECO is allowing me to expand that idea beyond digital arts and media. It’s allowing me to think about what is the composing process of screen printing or a political line.”

An innovative, interdisciplinary pilot project she’s involved with at three Milwaukee Public Schools called the Deliberative Dialogue and Youth Voice (DDYV) is one example of the type of work she is doing. The project, in partnership with faculty in the history and theater departments, helps high school students learn a structure for having dialogues about community issues with their peers.

Then they came together at UWM for Saturday workshops to create digital stories inspired by their discussions. UWM faculty members are providing feedback on the students’ research and storytelling, and theatre faculty members and students are helping to stage the stories.

The written word isn’t going away, says Doerr-Stevens. “It’s a very powerful mode of communication, but what information can we present through different means?”

PROVIDING EQUITABLE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Maggie Bartlett has worked with children with special needs in U.S. and African classrooms. Now an assistant professor in the School of Education’s Exceptional Education program, her research and teaching focus is on making sure children who have special needs receive the best and most equitable education possible. She is also the chair for Early Childhood Special Education.

One of her guiding principles in preparing future teachers in the importance of viewing children through a lens that reflects their abilities rather than focusing on their disabilities.

“One of the challenges we face as a nation is viewing a disability as a deficit. These students are just different. We need to embrace that: ‘They may be learning in other ways. We need to look at their strengths.’”

Bartlett gained her insights through both education and classroom experience. She was a classroom teacher in special education for two years and spent two years in the Peace Corps, working with teachers, families and children with special needs in Namibia and Tanzania. She earned her M.S. at the University of Texas – El Paso and her doctorate at Arizona State University before coming to UWM in 2011.

Much of her research work focuses on meeting the complex needs of children in urban and impoverished settings or those from different cultural backgrounds. Often teachers working with these children aren’t given the resources and support they need for dealing with their multiple and complex needs.

While being included in a general classroom lessen some of the stigma and “labeling” children with special needs, that isn’t always a solution. Teachers may find challenges in working with children with special needs within their class, especially when they haven’t had training on how to do that.

“This can be very daunting to a general X-E teacher,” she says. However, she adds, “in some schools, they do inclusion very well if children are authentically included.”

That’s why preparing both general and exceptional education teachers well to meet the needs of individual children is so important, she says.

Her current research is focusing on how teachers of children with special needs can balance the child’s individual strengths with demands of the new Common Core standards. Through federal laws, schools are mandated to prepare Individualized Education Plans (IEPs) to meet the particular needs of children. At the same time, Common Core standards demand that children in a classroom meet specific learning targets, usually measured by standardized tests.

While Common Core makes some accommodation for children with significant disabilities, many children who are “in the middle or on the margins” — who don’t need specialized classes or testing – face challenges in meeting grade-level Common Core standards. For those children, standardized tests don’t always reflect their learning strengths or complex environments, according to Bartlett. That puts teachers in the position of balancing their insights and knowledge of the needs of individual children with Common Core standards.

One of the goals of her teaching and research is to help prepare teachers who can navigate these issues impacting an equitable education, says Bartlett. Both general and exceptional education teachers also need to work with families to meet the needs and celebrate the strengths of children who have specialized needs.

“Parents are often the best advocates for their children, and they need advocates.”

Faculty Promotions

Four School of Education faculty promotions were approved by the Board of Regents at their June, 2016 meeting, and became effective in August, 2016.

• Liz Drame was promoted from associate professor to professor in the Department of Exceptional Education.

• Donna Pasternak, was promoted from associate professor to professor in the Department of Curriculum and Instruction.

• Bo Zhang was promoted from associate professor to professor in the Department of Educational Psychology.

• Ephraim Stenu was promoted from assistant professor to associate professor in the Department of Educational Psychology.

New Director of Clinical Experiences

Kristen Taylor was named Director of Clinical Experiences for the School of Education in December. Prior to joining UWM, she worked for both Milwaukee Public Schools and the West Allis/West Milwaukee School districts.

Taylor earned her doctorate at UW-Madison in Education Leadership and Policy Analysis, and her master’s degree from UWM in education administration.

Retirement News

Dave Edyburn, professor in the Department of Exceptional Education, retired from the School of Education in September, 2016.

Following his retirement from the UW System, Edyburn accepted a position as associate dean for research at the University of Central Florida. During his time at UWM, he served as Department Chair for Exceptional Education and as Chair of the APBC and Research Committees.

Maggie Amosona retired in October, 2016. In leading MATT (the Business and Technology Office), she helped manage the School of Education’s budget. She plans to continue her service on campus through her service on the UWM Ombuds Council. She joined UWM in July 2006 as an Assistant Dean for the School of Education, Basberg School of Social Welfare, and the College of Health Sciences.
A student at Windlake Elementary, one of the schools chartered by UWM.

Q. First of all, could you explain the differences between charter schools and other public schools and between voucher schools, choice schools and charter schools?

Here in Milwaukee what we refer to as choice is the Milwaukee Parental Choice program – those are schools that are private. They may be schools that are religious-based, though they don’t have to be. At the time they were set up it was to allow students of low socioeconomic background and their parents to have access to more quality schools and, of course, provide parents with choices. [The income level for parents has steadily risen over the years].

A charter school is a public school, which is operated differently than a traditional public school. Charter schools’ enrollment has never been based on the economic standing of the families. Any parent can have their child apply to charter schools. Charter schools are not, and actually they can’t have anything to do with religion.

Q. How did UWM become an authorizer for charter schools?

Legislators made the decision in 1998 that UWM would become a charter authorizer. [Milwaukee Public Schools and the City of Milwaukee are also authorized to charter schools]. I don’t think necessarily that there was a group of individuals on the UWM campus saying ‘we want this’; but when the decision came down, Paul Haubrich (now retired from the School of Education) was charged with opening the office. Then Bob Kattman (now also retired) came along and set up a great deal of the office as it is today.

Q. What are the advantages of charter schools?

I think some of the big advantages are to be able to create and not get caught in bureaucracy, at least not as much as in a traditional school setting. They have that freedom to do some innovative things, with the idea of sharing those ideas with traditional public schools. I think it’s fair to say that hasn’t always occurred because even when you have a school that is doing innovative things, you have to have a school system that’s open to receive those ideas and schools willing to share.

Q. I understand from previous discussions I’ve had with former directors of this office that one of the advantages charter schools have is that they are free from some of the mandates on other public schools. Could you give some examples?

One that comes up that’s pretty easy is that charter schools don’t have to have the exact same school days. When it used to be that traditional schools had to have 180 days of instruction, charter schools could have fewer days. Here at UWM, we’ve always had in our contract that schools do follow that rule (181 days) even though they are exempt because they don’t have a teachers’ union; they wouldn’t have to take all the steps – not that these are necessarily bad – that a traditional school system would have to take in removing an ineffective teacher. Although there is a perception that charter school teachers don’t have to have a license, that isn’t true. Charter school teachers have to have a DPI license, though the charter license does allow them to teach outside their area.

Q. My sense is that UWM has been very successful in authorizing charter schools? Is that correct?

‘They’ve done well.’ I always knew before I came here that was the reputation that UWM charter schools were high performing schools. ‘To be honest, that didn’t mean that every single school in our portfolio was high performing school, but in most cases those schools that weren’t performing well knew it and didn’t seek renewal. Over time, we’ve put in place a new performance framework where we look at the academic, financial and organizational aspects and we’ve put in pretty clear targets of where we expect all our schools to be.

Q. With all these different kinds of schools, are there too many choices?

You do get to the point where you say how many more schools do we need in one city? Even though I’m a proponent of charter schools, I don’t believe that we just continue to add them for the sake of adding them. We’re trying to be more intentional. [When approving school] One reason we looked at Pathways High School is because there is a need for more high schools in Milwaukee. They have a focus on project-based learning, and they want to have a diverse student and staff population – not just racially, but economically.

Q. One of the criticisms of choice schools in the past was that they were “cherry picking” their students, and didn’t have to deal with students with special needs who might drag down test scores, for example.

I think that belief still exists, and I’m sure there are schools – nine chartered through UWM to my knowledge – where that happens. Charter schools are public schools and they have to take all students who apply. If there are more applicants than seat availability, the schools are required to hold a lottery for admission. The percentage of students in MPS with special needs is about 22 percent. In our schools, the average is between 12 and 14 percent, with some schools that have a very high percentage.

Q. What’s next for UWM’s Charter Schools office?

The office is now completing its strategic plan for the future. One of our goals is developing stronger partnerships with the greater community including the School of Education and the University as a whole.
ALUMNI

MICHELE BRIA: LEADING A JOURNEY TO CHANGE

At a Journey House retreat, board members and leaders spent time trying to figure out how to deal with two perplexing problems in the organization’s Clarke Square neighborhood – abandoned housing and homeless youth who had aged out of foster care.

Soon city and county government, an alderman, a neighborhood initiative, the public schools and others were involved, coming up with an innovative solution, says Michele Bria, chief executive officer of Journey House.

As a result, four old houses “with great bones” have been rehabilitated into homes for young people, where they can learn the skills needed to transition to higher education or careers while building a credit record as renters. Nearby, plans for an affordable, intergenerational apartment complex are underway as part of the project.

As with much of the work Bria and Journey House do, this was a collaborative effort – the city sold the houses to Journey House for one dollar, a grant paid for repairs and renovation; police helped remove the criminals; John Miceli, a UWM alumnus and retired architect, helped with the designs for the housing partnership, got on-the-job training in rehabbing.

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The athletics programs, says Bria, are one way of building pathways and pipelines to academia. “We call all of our athletes Scholar Athletes. These programs, like most at Journey House, bring partners together with neighborhood residents to make change. The UWM athletics department and student athletes volunteer in the sports programs, and Journey House has made UWM’s ‘structured study hall’ model part of its program,” says Bria.

Bria credits what she learned at UWM for helping her develop the organizational and community partnering skills that make Journey House such a force in the neighborhood. Since she became executive director in 1998, the agency has expanded from a small operation with two sites and a $200,000 budget to a multimillion dollar complex that serves thousands daily.

Along the way, she’s been honored with the Donald Driver Driven to Succeed Award as well as awards from the State of Wisconsin Martin Luther King Heritage Award, Business Journal Woman of Influence, Hispanic Chamber of Commerce and the Marquette University Spirit Award. (She did her undergraduate and master’s work at Marquette.)

For her, says Bria, “Journey House is a 24/7 job, though she occasionally takes a weekend trip to New York to visit with her daughter, hang out and do some cooking.

Her not-so-secret weapon in keeping everything in balance and building partnerships with collaborators – even those who may not usually work together well – is advanced breathing to relieve stress. It’s a mind calming technique she encourages her staff and everyone Journey House works with to use.

Now we have some affordable housing for these talented young people who don’t have a place to live, and we’ve taken abandoned, ugly property and turned it into beautiful houses.”
HELPING STUDENTS ON A DIFFERENT EDUCATION PATH

Chris Litzau started his career developing real estate. Now he’s moved on to developing young people.

Litzau, who earned his master’s degree in exceptional education at the University of Wisconsin-Milwaukee in 2012, is the founder and driving force behind CERT, a Racine choice school that is now into its second year.

CERT, which stands for Certification and Emergency Response Training, is an alternative high school designed as a hybrid career academy. It provides young people, ages 18 and older, who’ve dropped out or aged out of the traditional public education system, with a combination of career skills, licenses, credentials, industry certifications and academic coursework.

The school’s curriculum is organized around courses designed to prepare students as responders to natural disasters and community emergencies, with a combination of career skills, licenses, credentials, industry certifications and academic coursework.

Those experiences of working with professionals “can be very empowering to young people who’ve grown up in neighborhoods where there is high unemployment and few connections to people in the real world of work,” said Litzau.

He hopes the Racine school will be a pilot for future programs, he said, with the goal of encouraging other urban school systems to open similar schools.

Read more at uwm.edu/litzau

[those experiences of working with professionals] can be very empowering to young people who’ve grown up in neighborhoods where there is high unemployment and few connections to people in the real world of work.”
ALUMNA SETS UP FUND TO HELP STUDENTS WITH SHORT-TERM NEEDS

School of Education alumna Nancy Lindenberg knows what it’s like to juggle personal life with academic work while trying to complete a degree.

That’s why she is setting up a challenge grant to help students facing those situations. Lindenberg is donating $10,000 and challenging other donors to match that amount to fund the challenge grant. Donors have already given $20,000 to this Extra Help Fund. Visit online at uwm.edu/give or contact Carol Wacker, School of Education Development Director at wacker@uwm.edu to make a donation.

When Lindenberg heard stories about students who had to quit classes as they reassessed graduation because of unexpected financial setbacks like a car repair, unplanned childcare expenses, or extra supplies for a class, she decided to do something to help. Working with Wacker, she is setting up this fund to help students who face such emergencies.

“I realize that at times some students find themselves in a situation outside their control,” she says. “Those students are working hard and very close to completing their degree. All they may need is a little bit of extra help to assist them to complete their degree. This fund can make the difference for those students and allow them to stay in school until graduation.”

Lindenberg’s own path to earn a degree was interrupted back in the 1980s by life changes that weren’t financial, but threatened to stall her pursuit of a UW-M education degree.

She was closing in on her final 15 credits, working toward a degree in community studies, when she got married, moved to South Carolina, and became pregnant with her oldest child.

That was back before computers made distance education an option. However, faculty members at the School of Education worked with her to help finish up her coursework through Clemson University and earn her bachelor’s degree at UW-M.

“Life happens to all of us and at times unforeseen circumstances pull us off our path,” she says. “My hope is that this fund will make the difference and help these students stay in school so they can earn their degree.”

NEW ALUMNUS GIVES BACK TO SOE

Bob Rosselot graduated from being an online master’s graduate student to become a donor to the School of Education.

Rosselot, whose story was featured in the 2016 EdLine, completed his master’s degree in higher education administration in November 2016, then followed up with a significant donation to the School of Education.

He did all of his work online from Florida, while he worked full-time as director of Global Compliance for Franklin Templeton Investments in Fort Lauderdale.

He visited Milwaukee and the UW-M campus for the first time on a snowy March day in 2016.

Rosselot chose the UW-M program for several reasons, he said in the 2016 EdLine article.

• The ‘phenomenal reputation’ of the administrative leadership faculty
• The university’s deep teaching roots that stretched back to the Milwaukee State Teachers’ College (MSTC)
• The School of Education’s focus on urban education
• The university’s research as a reputation institution
• And, of course, the opportunity to complete his degree online.

“With my job requirements and other commitments, online is perfect for me,” he said at the time. He started at UW-M in the fall of 2012, completing the whole one-course curriculum.

He became interested in returning to school for a degree in education as a way of preparing for the next stage in his life, he said. He earned his undergraduate degree in history, then his law degree, and was happy in his current job, but was looking ahead. “After I retire, I wanted to do something else entirely different that would keep my mind active and engaged,” he said.

Possibilities he’s considering are becoming an adviser at a law school or an ombudsman for an organization.

In appreciation of the excellent experiences he had with the online program and School of Education leadership, he is donating $50,000, payable over five years to the School of Education.

Rosselot has asked the dean to recommend a project to receive the money.

“I can’t thank Bob Rosselot enough for his generosity,” says Dean Alan Shobo. “He is such a gracious and humble servant leader. His gift provides the School of Education the opportunity to address some important improvements to advance our mission and vision.”

The Women’s Giving Circle helps support a pilot of the edTPA program, Catherine Hudson, left, with Kathy D’Cruz and Karen Nauert, pictured here, was among the students involved in the pilot project.
I’ve always been an advocate of adult education. In my opinion, we are commanded to grow and change our entire lives so I try to adhere to that.”

SUPPORTING AND CONTINUING LIFELONG EDUCATION

Emily and Michael Robertson believe it’s important to continue learning and growing through the years. The Robertsons, who chose a home near UWM shortly after returning to Wisconsin from the East Coast, have become regulars at university programs and strong supporters of the School of Education, often opening their home for gatherings of alumni and other friends of the school.

Emily earned her master’s degree in Administrative Leadership/Autdlt Education from the School of Education and went on to work in continuing education at Marquette, eventually earning a doctorate in educational administration there. Her UWM degree changed her life, says Emily. “It’s a fabulous degree. I’ve always been an advocate of adult education. In my opinion, we are commanded to grow and change our entire lives so I try to adhere to that.”

The Robertsons, both ordained ministers, have lived that philosophy, even after retiring from other careers. At age 65, Emily was admitted to the Episcopal Divinity School in Cambridge Massachusetts and was ordained in 2006. Mike, who had a successful business career after attending the Advanced Management Program at Harvard Business School, was ordained in 2008. Both now serve Community Baptist Church in the Washington Park area.

In addition to education, alumni activities and ministry, Emily Robertson’s other focus is fine arts, specifically rug hooking, an art from she became interested in before she and Mike were married. At one point, she says, she set out to see if she could support herself solely with her art. She gave herself two years, and it took three, but she succeeded. She’s well-known in rug hooking circles, and teaches the art to others as well as creating her own works. “It’s taken me to teach in England and I’ve made friends all over. She’s currently working on a piece for the ‘Threads of Resistance’ show later this spring in Lowell, Massachusetts. That work is an outgrowth of the Robertsons’ participation in the Women’s March in Washington earlier this year. “The Robertsons are active and involved in the entire community, especially the Washington Park-Sherman Park area around their church. But, they have taken a special interest in UWM’s School of Education.

They are the type of neighbors the School likes to have. “One day I just called Carol (Carol Wacker, director of development for UWM),” says Emily Robertson. “I told her ‘I’m living near you… we have a fabulous house for entertaining, and would like to be more active and do whatever we can to help students in the School of Education.’”

Since then Emily has joined the Women’s Giving Circle, and the Robertsons have supported other scholarship funds. Emily’s particular passion is for lifelong learners like themselves.

“Although I’m going to keep connection with the K-12 programs, my passion is adult education. I guess being kind of an advocate of lifelong learning, I was ready to deliver culturally relevant training for cooperating teachers in mentoring, coaching and co-teaching strategies that help build new professionals who are ready to deliver culturally relevant quality learning,” said Taylor.

The Meemic Foundation is funded through Meemic Insurance Company and focuses on supporting the efforts of educators. The insurance company was founded in 1950 to serve the special insurance needs of teachers, according to Pam Harlin, administrator of the Foundation.

Over the years, the Foundation has worked to provide support for a variety of projects related to education. “Everything we do is to give back to education… We never forget who we are and where we came from.”

The Meemic Foundation website. Meemic.com

“Everything we do is to give back to education... We never forget who we are and where we came from.”

SAYING THANK-YOU

The School of Education has received a $10,000 donation from the Meemic Foundation to say thank-you to the many cooperating teachers who generously share their classrooms with the School’s teacher candidates.

More than 600 students from introductory classes to student teachers spend numerous weeks in local elementary and high school classrooms every year. “Cooperating teachers are required by the Department of Public Instruction (DPI) to take an initial cooperating teacher verification workshop before they are assigned a student teacher. They do this work to help build our profession without a lot of recognition. Meemic has stepped up to help us build a celebration of and recognize this work,” said Kristen Taylor, director of UWM’s Office of Alumni Engagement.

In May, 2016, for the first time the Office was able to honor approximately 125 of these teachers at its first annual gala dinner at the Italian Community Center. Thanks to an $8,500 grant from the Meemic Foundation. “This latest donation will once again allow us to host a gala event for two hundred cooperating teachers to honor their professional service. An additional grant is also helping our team to provide deeper training for cooperating teachers in mentoring, coaching and co-teaching strategies that help build new professionals who are ready to deliver culturally relevant quality learning,” said Taylor.

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The Meemic Foundation website. Meemic.com

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CELEBRATION OF TEACHING

This year’s Celebration of Teachers and Teaching is set for Oct. 26 at the MATC campus. The Celebration is a collaboration involving the Education Deans of Greater Milwaukee, the Faye McBeth Foundation and the Greater Milwaukee Committee.

The Education Deans of Greater Milwaukee is comprised of leadership from nine area institutions of higher education, including UWM.

Each year the group honors outstanding educators in the area. This year the awards will focus on early childhood education and go to outstanding early and advanced career teachers.

Awards will also go to Champions of Education. Keynote speaker for the event is Dipesh Navaora, a pediatrician at American Family Children’s Hospital who is deeply involved in the Reach Out and Read initiative.

In October, 2016, ten alumni of the School of Education were among those honored at the event at Discovery World, which honored educators who found innovative, impactful ways to integrate STEM concepts into their curriculum.

Twenty-three Milwaukee-area K-12 teachers were nominated across three categories: early career, advanced career and distinguished educator of the year.

The Education Deans of Greater Milwaukee (EDGM) was formerly known as the Metropolitan Milwaukee Area Deans of Education (MMADE). This partnership, which sponsors the annual Celebration of Teachers and Teaching, involves nine diverse institutions which come together under one umbrella with leaders of community organizations. Their shared vision is to pursue strategies that meet the greater good of what works for all children regardless of community and socio-economic status.

Portrayed here at the October 2016 event are Hope Longwell-Grice, associate dean of the UWM School of Education (at left) and Bob Longwell Grice, senior adviser (far right). In between are UWM alumni honored: Craig Machut, Rufus King International High School teacher, who was a runner-up for the distinguished educator of the year award; Veronica Ocampo-Dorecha; Rochelle Hefel; Shalanda Driver; and Steven M. Vande Zande, associate dean of the UWM School of Education (at left) and Rob Longwell-Grice, senior adviser (far right).

In Memoriam

Shalanda Driver; Rochelle Hefel; Veronica Ocampo-Dorecha; Rufus King International High School teacher, who was a runner-up for the distinguished educator of the year award; Veronica Ocampo-Dorecha; Rochelle Hefel; Shalanda Driver.

PI LAMBDA THETA INDUCTS NEW MEMBERS

The UWM School of Education Chapter of Pi Lambda Theta inducts new members April 22 at a ceremony at St. John’s on the Lake, hosted by alumna Barbara Michaels. For a full-sized photo and list of those inducted, go to uwm.edu.

SOE FACULTY PUBLISH BOOKS

A number of School of Education Faculty were honored at the UWM Authors event in March for authors who published books between April 2015 and March 2017. They include:

**Liz Drain**, professor of exceptional education, was an editor of “Black Participatory Research; Power, Identity, and the Struggle for Justice in Education,” published by Palgrave Macmillan in 2015. Co-editor was Decoteau J. Irby, a former School of Education faculty member.

**Nancy File**, professor of Curriculum and Instruction, and Jennifer J. Mueller, associate professor of curriculum and instruction, were the co-authors of “Understanding Research in Early Childhood Education: Quantitative and Qualitative Methods,” published by Routledge in 2017.

Debra M. Kulpens, a pediatrician at American Family Children’s Hospital who was inducted new members April 12 at a ceremony at St. John’s on the Lake, hosted by alumna Barbara Michaels. For a full-sized photo and list of those inducted, go to uwm.edu.

**Aaron Schutz**, professor of educational policy and community studies, was an editor of “People Power: The Community Organizing Tradition of Saul Alinsky,” published by Vanderbilt University Press in 2015.

**Joyee M. Amann**
BS, ’70; MS, ’78

**Elsie Aniel-Haustein**
CERT, ’87

**Lois E. Betsenmann**
‘42

**Gordon A. Bischoff**
PSOA, ’53/SOE, MS, ’64

**Eleanor C. Bouchardt**
MS, ’68

**June M. Bowler**
BS, ’59

**Arthel L. Brazale**
BA, ’51

**LaBelle N. Caleaway**
MS, ’82

**Elizabeth R. Cochran**
MS, ’66

**Harold A. Cohen**
BS, ’57; ’62/Ph.D, ’74

**Barbara J. Faustett**
HBSSW, ’58/MS, ’61/Ph.D, ’74

**Frances A. Gill**
BS, ’70

**Karell A. Keaten Giamazi**
BS, ’58

**Randolph W. Gores**
BS, ’77

**Richard A. Groebenmilt**
MS, ’80

**Denise L. Grogan**
BS, ’77

**Harry Halloway**
BS, ’41

**Jeannie M. Henderson**
BS, ’72

**Richard W. Holzer**
MS, ’80

**Aaron M. Huth**
BS, BA, ’83/MS, CERT, ’12

**Malena E. Johnson**
BS, ’76

**Ellen M. Karrels**
BS, ’59

**Robert J. Kellerm**
MA, ’74

**Mrs. Mary Alice Knox**
BS, ’74

**Janet M. Krasieg**
Ph.D, ’78

**Debra M. Kulpens**
PSOA, BFA, ’79/PSOA, BFA, ’79/ SOE, MS, ’81

**Katherine Koper**
PSOA, MFA, ’59/PSOE, CERT, ’12

**Harvey G. Larson**
PSOA, BS, ’75/PSOE, MS, ’89

**Winnifred I. Ludwig**
BS, ’42

**Jeanne M. Mahan**
BS, ’75

**Michael V. Papa**
MS, ’88; MS, ’89

**Mary C. Plutchak**
MS, ’83

**Mary J. Plemo**
BS, ’45

**Theodore R. Price**
BS, ’71

**Jerry R. Redding**
BS, ’56/MS, ’67

**Kenneth J. Reuschle**
BS, ’58

**Anthony D. Rodriguez**
BS, ’50

**Gary W. Schmidt**
MA, ’75

**Harriet Smith**
BS, ’40

**Bevolla F. Summers**
BS, ’51

**Craig T. Symon**
BS, ’56

**Sheyla L. Tread**
MS, ’96

**Mary D. Vahtiek**
BS, ’49

**Carolyn VanDriest**
MS, ’74

**Jane M. Villeneuve**
MA, ’85

**Steven Vitasso**
BA, ’58

**Lucille K. Warinski**
BS, ’50

**Ruth B. Wirta**
BS, ’43
IN MEMORIAM

**MARION L. WARD**

Marion L. Ward, a longtime supporter of the School of Education, died Dec. 21, 2016. Ward and her husband, Joseph, who survives, established the Lillian Fuller scholarship in 2002 in honor of Marion’s cousin.

Ward was the former house mother for Kenwood Hall, a women’s dormitory for students attending UWM and its predecessor institutions. She stayed on after Kenwood Hall became an international institute, meeting many dignitaries, including Eleanor Roosevelt. She died just short of her 100th birthday in 2002.

**MARLENE JOHNSON-ODOM**

Marlene Johnson-Odom, a former Milwaukee alderwoman who earned her bachelor’s degree from the School of Education, died Jan. 30 at age 80.

Among other achievements, she led efforts on the Common Council to rename N. 3rd St. Dr. Martin Luther King Jr. Drive in honor of Marion’s cousin.

“Her influence on our department, school, and profession is immeasurable — from courses he designed and taught, to students he developed into world-class teachers and school districts in the Milwaukee area, to his commitment to teaching and social justice, his endless string of puns, his laugh, and his signature bow ties.”

— Randy Goree

**AL JARREAU**

Al Jarreau, a Milwaukee-born jazz singer known around the world and a major supporter of the School of Education, died Feb. 12.

Jarreau, who got his start singing at his Milwaukee church, recorded 21 albums and earned seven Grammy. He was the only vocalist in Grammy history to win in the jazz, pop and R&B categories. He received an honorary doctorate of fine arts from UWM in 2004.

“The singer realized much of his success to the support and encouragement of his teachers, in particular, Thomas Cheeks, a pioneering African American educator in the Milwaukee Public Schools. Jarreau established the Thomas Cheeks scholarship in his honor. He described Cheeks, who died in 2001, as a mentor, role model and inspiration for him and many other black male students. When Jarreau received $25,000 in 2007 as a Ford Freedom Award Scholar, he donated the money to the Cheeks scholarship. In 2009, he donated proceeds from a Gathering on the Green benefit concert to the scholarship. In a 2006 EdLine article, Jarreau said the scholarship was an incentive to attract more African American males to the teaching profession: “We need more male teachers in the grade schools, especially male students of color, because there are so many kids of color who don’t have a male influence at home.”

Jarreau supported arts education, noting in a videotaped interview for UPAF: “When you’re doing arts you’re getting a kind of sensitivity training that comes from learning about something that someone else wrote about or a feeling they had inside. This is brilliant stuff for young people to learn.”

Setting up this scholarship was so important to him,” says Joe Gordon of Reservoir, Inc., Jarreau’s longtime agent. Gordon added Jarreau often talked about the importance of arts education and education in general in interviews he gave throughout his career.

Anyone interested in contributing to the Thomas Cheeks scholarship fund can gift to givetouwm.uwmfdn.org. Also entering the amount, make the designation “education” and scroll through the list to “Cheeks Fund.”

**RANDY GOREE**

Longtime Curriculum & Instruction faculty member Randy Goree died Feb. 19, 2017 at home surrounded by his family. Goree retired in June 2015 after more than 25 years of service to the School of Education. Goree taught social studies teaching methods and worked with teachers and school districts in the Milwaukee area in geography education and social studies. He was past president of the Wisconsin Council for Social Studies. He spoke about his philosophy of social studies teaching in a 2010 EdLine article.

“Wanted to get kids to look at the issues as critical consumers of history and the world around them — with the goal of becoming good citizens.” In sharing the sad news, Michael Steele, chair of the Department of Curriculum and Instruction said:

“His influence on our department, school, and profession is immeasurable — from courses he designed and taught, to students he developed into world-class teachers in our region, to the optimism, cheer, and grace that he brought to every interaction with us all.”

— Randy Goree

To honor Randy’s memory, please make a gift to the UWM Foundation to the Randy Goree Scholarship Fund.

To donate, go to givetouwm.uwmfdn.org or call 414.225.2096.

The fund was established to provide scholarships for teacher education students with an interest in teaching history and/or citizenship. First preference is to assist first-generation students.

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TO MY MANY thank you donors who continue to make our work possible. Below is a list of donors of $100 or more between May 1, 2016 through February 20, 2017.

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$1-$4

- Ms. Cynthia C. Schaus
- Ms. Pamela P. Sarandos
- Mrs. Mildred Salomon

...
The average award was $2053. A list of scholarships awarded for the 2016-2017 academic year are below.

Adams
- Gabriela Dorantes
- Christopher Tonika
- Candacee Johnson

Callaway
- Megan Renzelman
- Michael Garamoni
- Selina Serna

Students
- Jennifer Schoenbauer
- Billyjack Parent
- Jessica Willenbrink
- Jessica Skaggs

Thanks to all our generous donors who make this scholarship support possible.

For the 2017-2018 academic year, preliminary numbers show $330,000 in scholarships is being awarded. For those, 180 students are supported each year.

Our donors are so important to the work we do. I hope you feel proud to be a part of a mission that can make a difference.

Please continue to count the SOE and the more than 100 new teachers we will send out into the world this year to lead classrooms for the first time.
If you would prefer to receive the EdLine and other communications electronically, please send your email address to EdLine@uwm.edu.