Letter from the Dean

IN RECENT YEARS, MEDIA OUTLETS IN WISCONSIN have been discussing a looming teacher shortage in the state. When I was interviewed about this last year, I noted that the factors were complex, but a key reason was a lack of respect and support for the profession. Adding to the issue is the reality that college education is expensive, and teachers are often not paid well for the important work they do. We’ve seen that play out in the news in recent months as teachers in West Virginia went on strike to demand better compensation.

At the same time, the need for teachers who reflect the diversity of the student population is growing. In urban areas, the student bodies are increasingly majority-minority with many coming to school speaking a language other than English. A rapidly growing Latino population, in particular, is driving a need for more bilingual professionals – teachers, school counselors and adult educators. Recently, I was approached by two students from the Madison School District who asked their school board why they didn’t have more teachers of color to serve as a role models. I encouraged them to voice their thoughts and push the envelope and not accept any excuses.

In this issue, we look at some of the steps Wisconsin legislators are taking to remedy the problem with a “softening” of teacher certification requirements and other measures – some of which may be helpful to us, others not so much. We also include information about a major grant the School of Education received to help new and current teachers improve their skills in dealing with students who come from culturally diverse backgrounds.

And, just as important, we look at how generous donors are contributing to encourage more students to enter the teaching profession and support and honor those who choose it as a career.

The story of the Flores family, who established a scholarship to honor their father, a pioneering Latino educator, is a perfect example of an investment in the future. This story looks at one of the students for whom the scholarship made a difference. Josefina Regalado-Valdés, a nontraditional-age early childhood education student, is committed to helping the very youngest students thrive in two languages. At Bethesda Elementary where she has been student teaching, lessons switch easily from one language to another. As she says, the English-speaking students learn from the Spanish-speaking students and vice versa.

The generosity of our donors goes beyond elementary and high school classrooms. Donor Mike Robertson established a Love Kindness fund to show appreciation to those who go above and beyond in serving their community. And the family of Leah Temkin, one of our alums, has established a scholarship in honor of this remarkable woman for adult education students.

Faculty and alumni in the Education Policy and Community Studies program are working to help students who are close to finishing a degree, but need just a little help through a scholarship fund designed to help students overcome last-minute financial challenges. You can read about one of the students helped by their efforts who has now been promoted to run a new location for the Boys & Girls Club of Greater Milwaukee.

In this issue, we also look at how the School of Education is helping students find alternative opportunities for learning and improving in their professions. You can read about a Milwaukee police captain who just finished his adult education degree online, and one of our online graduates who is now leading Drake University’s online education program. A number of our students are starting their education careers at two-year campuses such as Milwaukee Area Technical College, before transferring to UW-Milwaukee to complete their degrees.

We are working hard to make this transition as smooth as possible – an effort that becomes even more important in light of the planned restructuring to make UW-Waukesha and UW-Washington County part of UWM.

As always, we are grateful to the faculty, staff, community members and donors who make our work possible as we do our best to ease the teaching shortage and to continue to prepare qualified professionals for the field.
LEARNING THAT READING CAN BE FUN IS a good lesson for toddlers. How can a little lesson on recognizing one's feelings or on empathy add value to the experience? That's the question that Karen Stoiber, professor of educational psychology, and a group of her graduate students in school psychology are exploring with youngsters in the Next Door Head Start program. Project BRIGHT (Book Reading to Improve Growth and High Quality Training) started during the 2016-2017 academic year. One or two graduate students come to a Next Door classroom for 60 to 75 minutes each day— at a time convenient to the teacher—to read to the children in small groups of one to four children. The graduate students act as early literacy facilitators with preschool children ages 3 to 5 years.

One of the key goals of the project is to promote children's learning of key early literacy concepts like letter naming, vocabulary words, and awareness of phonics. With only 10 percent of children in urban areas such as Milwaukee reading proficiently by third grade, building a strong foundation in these skills is vital, according to Stoiber. But Project BRIGHT goes one step farther, developing ways teachers can include other types of learning in the lessons.

During last summer’s initial project, the youngsters were read the same stories, which included social emotional learning (SEL) content. The children were divided into three groups. One group listened to the book being read aloud to them in a typical way without giving particular attention to letters, words, or social emotional concepts in the stories. A second group participated in a more interactive approach to book reading with the graduate student explicitly pointing out letters or letter sounds and vocabulary words. In the third approach the graduate students focused on both early literacy skills and on SEL by asking questions and talking to the children about feelings, ways to be a good friend, and strategies for calming down when angry or frustrated, such as taking a deep breath, singing a quiet song, or cuddling a stuffed animal or blanket.

For example, in reading a book called “Llama Llama and the Bully Goat,” facilitators in the early reading only groups focused on such skills as differentiating the sounds or letters associated with “L” and “B,” and recognizing rhyming words. In the combined SEL and literacy-focused group, the facilitators encouraged those same skills, but also spent time talking to the children about bullying behavior. They asked questions about whether or not a bully is a good friend, and how would the children react if someone starts to yell or be mean. They also talked about ways to control themselves if they don’t get their way or are upset with a situation.

Initial results were encouraging, according to Stoiber, with the children showing literacy gains in literacy-only group and gains in both early literacy skills and feeling recognition and self-management in the combined focus group.

Stoiber and graduate students in the school psychology program are continuing to work with the Next Door Head Start program. They are looking for funding to expand the program into other schools or work with existing after-school programs such as ones provided by the Boys & Girls Clubs.

If you would like to help fund research, please visit the Give to UWM webpage or contact Carol Wacker at 414-229-3080 or wackerC@uwm.edu to explore opportunities to support students, ensure research excellence and enable ongoing collaborations with community schools and organizations.

Rachael Koppel, a student in the Educational Psychology doctoral program, works with a youngster from the Next Door Head Start program as part of Project Bright.

Karen Stoiber

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STAYING ON TRACK

BRENDAN CREED TOOK THE LONG WAY AROUND to higher education. He’s been in the service industry since he was 18, and still works two full-time jobs as a junior in UWM’s School of Education. Now 28, he was working as a bartender when one of his bosses encouraged him to head to college and told him he’d make a great teacher. Because of costs, Creed started his journey at Milwaukee Area Technical College, entering a program that would allow him to take education courses that would transfer to UWM. “Pablo Muirhead (MATC coordinator of teacher education who earned his doctorate and master’s at UWM) worked with me to make sure I was on track and helped me make connections.”

One of the people Creed connected with was Tammy Badura, an advisor in UWM’s School of Education. “I met with Tammy Badura early on at MATC as soon as I started. She was very helpful in making sure I was taking the right courses and getting as many courses as I could at MATC so I could take advantage of the lower costs before I transferred over.”

Being an older student has a lot of benefits, Creed says. “I have a wealth of experiences I can pull from. It just helps your confidence as an older student.

When I was younger, I was more worried about what classmates were thinking about me. That’s not a concern anymore, which is liberating.”

At UWM, he’s majoring in English education with a goal of becoming a high school teacher. “My mom’s been a special education teacher, so she’s very happy that I’m going back to school in any capacity, but even happier that I’m in education.”

INVESTING IN CHILDREN

KAREN LATTIMORE ROGERS ENJOYED A SUCCESSFUL CAREER IN banking, but volunteering with children in Sunday school led her to a new career. “I was making good money, but it wasn’t really what I wanted to do.”

Starting out as a paraprofessional with kindergarteners, she finally decided in her mid-30s to complete her bachelor’s degree in early childhood education. “I was an empty nester. I’ve been working since I was 16, and I always wanted to go back to school.”

She’s now student teaching at King’s Academy, the Christian school where she started as a paraprofessional, and is on track to graduate in December 2018. Returning to school while working was a challenge, but after starting courses at MATC, she transferred to UWM in 2012. The support of her husband, Donald, an assistant pastor at Northwest Baptist Church, and the encouragement of UWM faculty members kept her focused and motivated, she says. She’s been on the honor roll every semester, and for the 2017-2018 academic year, she was awarded a Joseph and Loretta Eiserlo/Robert Kuehneisen Scholarship. She’s especially proud of her academic success in mathematics, a subject that caused her particular worries. Now she’s confident in her mathematical abilities, “I took the Currins 330 class – Teaching of Mathematics – with Melissa Hedges (senior instructional specialist) in the fall of 2016. It was one of the best math classes I have taken. I passed with a B+, which is a good grade for me because I had a fear of math.”

Hedges went above and beyond in supporting her, adds Rogers. “She took time out and met me at my job for tutoring. Some of the methods she taught me I’m using in my K-5 class. Now my favorite subject to teach is math.”

Her classes at UWM are already helping her, she says. “I use what I’m learning at UWM in my classroom every day.”

CREED sees the important role high school English teachers play, and that keeps him focused on his goal even though he’s not sure when he’ll finish. “When we’ve got a lot of misinformation going around all the time, I feel it’s important to teach young people critical reading skills and how to weigh information.”
LEQUIETTA GREEN THOUGHT SHE HAD FINISHED HER degree, but when she went to request a copy of her diploma she found she was three credits short of a degree in community education and engagement in UWM’s Educational Policy and Community Studies program.

As she had done for most of her life, she put her faith in the Lord, she says, took the course, got a B, and then tried to figure out how to pay the $1,500 in tuition for it so she could officially graduate.

“I worked really hard to come up with the money,” she says, but then, as she puts it, “life happened!” Appliances broke down and family emergencies came up, and somehow saving up that last $1,500 seemed an insurmountable obstacle.

“I came to understand that all my experiences were for a purpose,” she says, “to help so many young people, especially girls, who struggle with emptiness and low self-esteem.”

A few months after receiving her diploma, Green was asked to lead a new Boys & Girls Club location at The Academy of Science Elementary School. She’s now manager of a program serving more than 100 young people every day.

LeQuietta Green is just one of the success stories that have grown from the efforts of Williams, an associate advisor, Florence Johnson, senior lecturer, and Jeanne Hewitt, associate professor of nursing emerita, to provide support and mentorship to EPCS students who are close to graduation, but still face challenges.

EPCS alumni and community members George Matthews, Shirley Metcalf-Elder, Delores Green and Wendell Harris, an MPS Board member, are also involved in the EPCS Scholarship Committee.

They are working together to set up a formal process for applying for and being reviewed for scholarships designed to help students who are almost finished with a degree, but just need a little help.

LeQuietta Green’s next goal is to join the alumni board. “I want to do whatever I can to help others.”

With traditional scholarships not an option, faculty in Educational Policy and Community Studies came to the rescue. “Dr. Agnes Williams told me there was an opportunity for a scholarship from the AAUW,” or American Association of University Women. Green interviewed with the group, got the scholarship and finally received her diploma in December, 2016.

“It’s only a piece of paper,” she says, “but it was an important paper to me. When I got that diploma, it was the first time I really felt smart,” she says with a smile.

Green, a nontraditional age student with two grown children and five “beautiful grandchildren,” had been working for the Boys & Girls Clubs of Greater Milwaukee for 18 years and saw the diploma as an important step in advancing in her career.

Her focus is on helping and encouraging young people to concentrate on academics, have fun and set goals for themselves. Those were lessons that Green herself had to learn through hard experience. By the time she was 16, she had two children and was reading at a second-grade level. A humiliating job interview embarrassed her, and she resolved to turn her life around. That very evening, she saw an ad for literacy services on television, “and the rest is history,” she says. Learning to read set her on the path that led to the Boys & Girls Club and, eventually, to MATC and then to UWM, she says.

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The Boys & Girls Club partners with the School of Education in the SPARK tutoring program for Milwaukee Public Schools students. UWM and the School of Education have a number of scholarships and programs to help students finish their degrees. School of Education alumni Nancy Lindenberg established the Extra Help Fund last year to help out students with unexpected financial emergencies. And the university now provides DASH emergency grants which offer students help in meeting emergency expenses. Eligible undergraduates can apply for a single grant of up to $1,000 through the program for non-academic expenses.

Did you know?

Boys & Girls Club

44 LOCATIONS

ONE OF THE LARGEST

Boys & Girls Clubs in the country

800+ EMPLOYEES

1,200 VOLUNTEERS

MEMBERSHIP

43,093 YOUTH

AVERAGE DAILY ATTENDANCE

5,071 YOUTH

57% MALE

43% FEMALE
SCHOLARSHIPS
SPRING 2018 EDLINE 9

UWM SCHOOL OF EDUCATION

Honoring a Helper
FIRST ‘LOVE KINDNESS’ AWARD GOES TO JACARRIE CARR

MIKE ROBERTSON SAW A NEED FOR HONORING kindness as part of a university education. “You see awards for literacy, for athletics, for acting, but they don’t have awards for kindness,” said Robertson. He decided to change that by establishing the “Love Kindness” award, given to a School of Education student who exemplifies how to treat others and build a better community.

Established in the fall of 2017, the first award of $1,000 went to Jacarrie Carr, a graduate student in cultural foundations of education. Carr established a shoe drive for children four years ago when he was a junior. In addition to running and expanding a nonprofit organization, Jacarrie’s Kicks for Kids, Carr has organized other fundraisers, a toy drive for a nonprofit organization, Jacarrie’s Kicks for Kids, was a junior. In addition to running and expanding a shoe drive for children four years ago when he

Carr established a similar award at Piedmont College in Georgia 10 years ago. Carr, who plans to graduate in May 2018, said he was amazed and grateful to receive the first award. His eventual goal is to establish a center to help young people, and continue to help improve the community.

As he told the Milwaukee Journal Sentinel a year ago, “I don’t want to just help others once in a while and then I’m gone.” “The committee knew right away that Jacarrie was the perfect choice for this award,” said Rob Longwell-Grice, recruitment and scholarship coordinator in the Office of Student Services.

Alexandra Campos patiently works with her students – carefully pronouncing the names of animals in Spanish, laughing with them and congratulating them when they remember “el gato” and “el perro” from the previous week’s lesson.

Campos is an aspiring teacher, focusing on bilingual early childhood education, and already works with students of all ages through a part-time job with Futura. The company offers Spanish classes through before-and-after-school programs. Campos, a junior at UWM, originally planned to be a nurse, but tutoring at a bilingual school changed her career path.

“I thought, let’s try that,” she recalls of the interest that bloomed as she shared Spanish with students and helping Spanish-speaking students improve their English. A first-generation student from a Mexican-American family, she worked two jobs to pay for her tuition and books. When her much-loved grandfather, who had helped her by co-signing for student loans, died, she wasn’t sure how she’d be able to continue in school.

However, scholarships have helped her continue her education and take advantage of a study abroad opportunity that would have otherwise been out of reach. “Having the scholarships meant I did not have to take out as many student loans.” Having the help of the scholarships allowed her to be part of a study abroad program during the fall semester. She traveled to Mexico to explore more of the culture and history of that country that she could bring back to her students. “It has given me the opportunity to become a better teacher.”
Paying it Forward
FLORES FAMILY HELPS STUDENTS PURSUE EDUCATION DREAMS

SALOMÓN HERNÁNDEZ FLORES WAS THE SON OF immigrant Mexican parents, a child of the Depression who experienced adversity and segregation, but went on to establish a long career as a distinguished educator and scholar. He served the School of Education at UWM for 24 years, and was a pioneer in bilingual education. He was an early advocate, practitioner and scholar in the field for many years before his death in 2007.

Josefina Regalado-Valdes came from Mexico to the United States to join her family after she finished high school, learning first-hand the challenges of learning in a new language. After starting at Wyndham Garden hotel in Brookfield, she was promoted to a supervisor, and eventually became executive housekeeper at Country Inn & Suites. However, when she decided she needed a change, her niece suggested they both take a job helping out at a school. She did it more to support her niece, she says, but soon discovered teaching was her calling. “I am meant to be in this field, working with children. This is my calling.”

After starting at Waukesha County Technical College to improve her English, she pursued the Instructional Assistant Associates degree. Eventually, she decided she wanted to have her own classroom and transferred to UWM in 2013 to earn a degree in early childhood education with a certification in bilingual education.

The paths of the Flores family and Regalado-Valdes crossed when she received the Salomón H. Flores Memorial Scholarship.

“She is absolutely a great example of what we’ve been hoping for, helping people pursue what they’re passionate about,” says David Flores, one of four family members who established the scholarship to honor Salomón Flores and to make sure others could pursue their dreams. Bilingual teachers in many languages are urgently needed in schools, he adds. “This is exactly the kind of thing that would make my father happy.”

“I am so grateful for this scholarship,” says Regalado-Valdes. “This is helping me achieve my dream — a classroom of my own.” The scholarship has helped her balance work with her studies, especially during the critical last year of the degree program for her career. “I have worked full-time and attended college full-time for most of my career to pay for my tuition and basic needs, on top of trying to borrow the least amount of money possible. However, it became really hard to keep a healthy balance between being a full-time employee and full-time student. Thanks to the Flores scholarship, I have been able to work part-time and keep a better balance for the last two semesters in the career program. Their support motivates me and teaches me to support others in need who, one day, will pay it forward.”

The Flores family — David, his sister Maria, brother José and their mother, Maria, established the scholarship ten years ago. “We would tell other people interested in establishing scholarships that what seems improbable is very possible. You don’t have to be a Rockefeller,” says David Flores. Because of their father and mother’s influence, the entire family has benefited...
from their own educations and wanted to give that gift to others. “It’s a double thing, but it’s also our responsibility,” says David Flores. “It’s so easy to take and not replenish, but it is our responsibility as citizens to make sure that the educational opportunities are there.”

A specific focus of the scholarship, inspired by Salomón Flores’ work, is to encourage diversity in education, says David Flores. “We wanted to recognize young people who have the capability or promise to diversify the voices in education,” he says. It’s important for children of all backgrounds to have teachers in the classroom who look like them, or share their culture or understand their language, he adds.

Josefina Regaldo-Valdes sees being bilingual as an asset, and she tries to encourage her young students to embrace other cultures and learn other languages. In her student teaching classroom at Bethesda Elementary in Waukesha, the English native speakers are role models for the Spanish speakers and the Spanish native speakers are role models for the English speakers, she says. “I love diversity and appreciate the opportunity to learn about other cultures and languages.”

She shares her own story to help encourage her students. Growing up in a small town in Mexico, she had no opportunity to go to college and now has become an adult learner. “They are sometimes surprised that I am still a student,” she says with a smile.

“I encourage my students in second grade to go to college. I explain to them about my experience. If you work hard and try your best, you will find people that will support you through scholarships. If your parents can pay for your career, great, but if not, there are people who will want to support you in achieving your dream, just like I have been supported.”

Since it was established in 2009, the Salomón H. Flores Memorial Scholarship has provided support for 14 students. Regaldo-Valdes, who also received a Milwaukee State Teachers College scholarship this year, is one of two recipients for 2017-18. For more information on how to contribute, visit giftplanning.uwm.edu or contact Development Director Carol Wacker at wackercc@uwm.edu.

Helping Hands

SOE STAFF MEMBERS KEY IN ESTABLISHING SCHOLARSHIP

THE AFRICAN-AMERICAN FACULTY STAFF COUNCIL (AAFSC) presented its first two scholarships last fall. The event was part of the reception for the UW-Milwaukee African-American community, including African-American and African diaspora faculty, academic staff, university staff, undergraduate and graduate students.

The scholarship effort grew out of discussions among African-American faculty and staff about increasing the graduation rates of students of color, according to Diana Borders, co-chair of the Council and assistant director of Business Services for the School of Education’s Office of Charter Schools.

The council worked with UWM’s Development department to establish and award the first scholarships. The first two were awarded to Hailey Bell, a senior in nursing who graduated in December 2017, and Carrie Anderson, a senior in industrial engineering, who planned to graduate in May 2018.

Two years ago, the council established a scholarship committee to research, establish, collect and award funds designated for African-American students. The focus of the AAFSC scholarship is on students in their senior year who have proven they are successful. The funds will assist them in completing their program and graduating from UWM.

“As representatives of UWM, we wanted to demonstrate our commitment to the students we interact with on a daily basis,” said Borders. The council decided to award the scholarship to seniors because many of them often face last-minute financial challenges as they near completion of their academic programs.

TEMKIN SCHOLARSHIP FOR ADULT EDUCATION

THE FAMILY OF LEAH TEMKIN, WHO EARNED her master’s degree in Administrative Leadership/Adult Education, has established an adult education scholarship in her honor.

Temkin, who died March 3 at age 89 (see In Memoriam on page 29), started her career in adult education as a volunteer working with functionally illiterate adults. A mother of four with a bachelor’s degree in sociology from UWM, that experience inspired her to return to UWM for the master’s degree. She was a long-time reading teacher at Milwaukee Area Technical College.

She also earned a doctorate in education from Nova University and became a cluster coordinator for that university’s distance learning doctoral program.

The family planned for the scholarship to start in the 2018-2019 academic year, but made a generous donation that allowed the scholarship to be awarded this past fall. Michael Garamoni, a doctoral student in adult education, received the first Leah Temkin scholarship.
Every Dollar Helps

SCHOOLS OF EDUCATION TOP LAST YEAR’S TOTALS

Awards shown to School of Education students for the 2017-18 academic year at the annual scholarship banquet:

FRANK ADAMS MEMORIAL SCHOLARSHIP
Mary Louise

Estate of Marian

Gabriela Dorantes

Jack F. (deceased)

Alice Sokol

Lana Nickelson

Anonymous

Walter and Ruth

To be determined

Mary and Ted Kellner

Marguerite D.

Dominic Freres

Andrea Reyes

Joy Arnoldussen

Family and friends

Christopher Holoyda

Dale Ihlenfeldt

Jesus Castellon

Estate of Arthur and

Sierra Horton

Estate of Amy

James C. Fisher

Emily Carroll

Linda Paul

The family of

Jennie D. Steinberg

Ellen Swan Dixon

Xiaoling Wu

Derrick Cole

Joan Callaway

Allison Craighead

Josefina Regalado-
Kaitlynn Bonner

Cheryl Bledsoe

Anna Benton

Kate Negri

Rodney DePass

Margaret Crowley

Greater Milwaukee

Estate of Robert

Meghan Johnson

Estate of Robert

William B. Harvey

Savannah Heningfield

Mike Robertson

Jacinth Carr

Estate of Robert

Hannah Rodriguez

Jean E. Hoffmann

Scholes

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Jenni H.-E.

Estate of Robert

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A NUMBER OF ALUMNI OF UW’S SCHOOL of Education were among those honored at the fifth annual Celebrate Teachers and Teaching last fall.

The focus of this year’s event, which is a collaborative effort of the Education Preparatory Institute of Greater Milwaukee and nine local schools of education, was early childhood education. The celebration was held at Milwaukee Area Technical College.

Among the School of Education graduates honored as educators and education champions were:
- April Gagliano, a kindergarten teacher at MPS’s Academy of Accelerated Learning, of MPS’s Academy of Accelerated Learning, and is the founding medical director of Reach Out and Read Wisconsin and the founder and director of the UW Pediatric Early Literacy Projects.
- Wanda Montgomery, Champion of Education Award nominee
- Kelly Schaer, Champion of Education Award nominee
- Casey Silwood, Early Career Award nominee

Also honored was Jackie Herd-Barber, who won the 2017 Champion of Education Award.

She serves on the UW SOE Board of Visitors, received the Champion of Education Award. At left is Alyssa Mussa, who was the Early Career Award winner. Other UW alumni honored included Maria A. Garcia-Rodriguez, Advanced Career Award Nominee; Brittany Light, Advanced Career Award Nominee; Nanda Montgomery, Champion of Education Award Nominee; Kelly Schaer, Champion of Education Award Nominee; Casey Silwood, Early Career Award Nominee.

The state of Wisconsin legislature recently established new guidelines for teacher certification. And other revisions to the state rules for certification – known as PI-34 – are being considered.

In 2017, the legislature "softened" the certification requirements for teachers in response to a statewide teacher shortage – a shortage that some commentators and analysts have attributed to the passage of Act 10, which dismantled teacher’s unions in the state, and a decline in the state’s funding of education.

Some of the provisions of the new legislation – such as those impacting how new teachers qualify for licenses – were passed as emergency measures, and were effective immediately. Students accepted to UW teacher education programs as of Sept. 1, 2017, are covered under the new rules; students accepted prior to that date will continue to follow the old rules, according to Donna L. Pasternak, professor of Education, chair of the SOE’s Council on Professional Education, and NCTE policy analyst for higher education for of Education for the state of Wisconsin.

Parts of the new rules that offer more flexibility in entering teacher education programs may be helpful for UW students, Pasternak says.

"All those benchmarks were obstructions that we realized learning started a little earlier, we realized the system was set up to start at first grade. When kids started at age 6,” he said. “Our public school teachers in early childhood education. When kids talked about the changing challenges facing teachers in early childhood education.

"We used to think years ago that learning started at age 6,” he said. “Our public school system was set up to start at first grade. When we realized learning started a little earlier, we imported this thing called kindergarten from Germany. And then we realized learning actually starts younger and younger and now we know that it begins at birth."

Each teacher education program at UW is deciding what measures are most appropriate for their students, Pasternak explains. English education, for example, is offering all three options – GPA, Praxis II, and portfolio. “Students now have three different means to demonstrate their content knowledge – means that do not privilege only one type of learner."

Another emergency rule, however, is more troublesome to teacher education programs like UW, Pasternak says. That is a provision for alternative certification that would allow organizations other than universities to approve licenses.

The American Board for Certification of Teacher Excellence, which offers a streamlined online process for earning certification in 12 states, began advertising in Wisconsin in November 2017. “Students do not have to show proficiency in content knowledge; they don’t have to do field experience and they get the same license as someone who’s gone through a rigorous university program,” says Pasternak.

While some educators suggest that school districts may prefer to hire university-qualified teachers rather than those certified through these alternative organizations, others aren’t sure that’s the case.

“School districts are being put in a bad position,” says Pasternak. “Some are going to be forced to hire teachers that don’t have the same qualifications as people who’ve been through university programs. It’s not that they are necessarily bad teachers, but we are not holding them to the same standards,” says Pasternak. “We’re creating an unequal workforce that’s going to have people who are less qualified in the most needy districts.”

On March 21, 2018 the Department of Public Instruction submitted a summary of proposed changes to the PI-34 licensure rule to the Legislature for referral to standing committees. All final documents are published on the PI-34 admin rules page at dpi.wi.gov/policy-budget/administrative-rules/pi-34
LEAH RINECK LOVES MATHEMATICS AND LOVES TEACHING mathematics.

Rineck, a doctoral student in the School of Education’s urban doctoral program, is also a senior lecturer in the mathematical sciences department. Last year, she was honored with the Academic Staff Outstanding Teaching Award, based on her work in improving the way developmental mathematics is taught at UWM.

“If you understand mathematics, you’re going to have better career choices. It’s going to open doors for you,” says Rineck. “If we tell students they need mathematics to get their degree, it’s our obligation to help students be prepared in mathematics.”

She is part of a mathematics team that introduced innovative techniques to help students who came to UWM not ready for college-level mathematics. That program has helped reduce the time these students spend in noncredit courses, and improved their mathematics abilities to the point where some are even pursuing additional, advanced courses.

"If you understand mathematics, you're going to have better career choices. It's going to open doors for you."

"One of the best examples of her success is the large numbers of students who complete not only her developmental mathematics course to in mathematics – something very few have experienced in college – but also many other courses at UWM. I have many students who come to me and say, 'I never thought I could master this,'" Kahl wrote in nominating her for the teaching award. Rineck has also started a department book club, focusing on books about improving teaching and learning. After 10 years of teaching, she returned to school for her doctorate in education to be better able to teach the subject, and do research on what works, balancing her teaching with doctoral studies and a family that includes her husband and two daughters.

One common problem that many struggling mathematics students face, she’s discovered is “math anxiety” because of previous bad experiences or even one “small hiccup” – a timed test that didn’t go well or a discouraging comment from a teacher.

Many of these students end up in the developmental mathematics classes at the university, needing several semesters of noncredit remedial work before starting to earn college credit. Among the tools she and her colleagues use in the classroom are more interactive and hands-on activities and “flipped classrooms” – which have students watch a video on a lesson or work on it online before coming to class so they can discuss issues they’ve had together. “It helps them understand the concepts … It’s very student-driven,” says Rineck.

Today’s students generally don’t learn as well with traditional lectures as they do by hands-on experiences, trying out different approaches. She tries to foster the attitude that there is nothing wrong with struggling. “People struggle with different subjects – I used to struggle with writing.” And she also puts a strong emphasis on developing teaching and learning with colleagues..

In general, she said, she favors trying research-proven methods in classes, then layering in additional new techniques to keep improving. “I like to try a lot of things, taking the best practices from K-12 and adult learning.”

The results of the changes in UWM’s developmental mathematics program that she’s been part of have been positive. Approximately 70 percent of first year students complete developmental mathematics now, compared to a historic rate of 85 percent, according to Kahl. And, retention rates have also increased from the historic 75 percent to a persistence rate of just under 90 percent.

Rineck says her reason for continuing the work is simple – “I like the ‘light bulb,’” she says, the “aha” moment when a student grasps the concept they never thought they could master. For example, Tennessee has experimented with a model that involved having students take remedial and regular classes at the same time. Initial results showed improvements, but further analysis showed that the students who improved most were those who were fairly close to the cutoff for regular classes. Those who had bigger gaps didn’t improve as much.

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The Perfect Blend

ONLINE/BLENDED PROGRAM AND GI BENEFITS MAKE MASTER’S DEGREE POSSIBLE FOR LOCAL OFFICER

DOING THE JOB While the Milwaukee Police Department, Jim MacGillis faced some challenges in finishing his master’s degree in administrative leadership/adult education. He wanted to focus on distance education and vocational technical education, and doing most of the work online made it possible.

“For the most part, I liked the online learning format because it fit in with my very busy lifestyle,” says MacGillis, who started the program in 2012 and graduated in December 2017. UWM was close enough for some of his initial classes and family encouraged. And, he adds, “I wanted to go to school with a very good reputation, especially where I wanted to focus my interest, which was adult education.” He’s even published a number of papers based on his work. MacGillis was a lieutenant and instructor at the Milwaukee Police Academy when he started. He’s now an acting captain working as a supervisor with the multi-jurisdictional High Intensity Drug Trafficking Areas program. The task force, which includes representatives from local police departments, state and federal officials, reviews overdose deaths, as well as “Len Bias” cases (finding who supplied drugs) and works on stopping the flow of drugs. It is also responsible for investigating drug gangs and the violent crime associated with them as well as educational programs with K-12 schools and colleges and universities. His courses and degree at UWM have helped him both at the police academy and in his current position, MacGillis says. Public education outreach is a big part of the task force’s work.

“My work at UWM has helped me become a better teacher and leader.” At the Police Academy, he was able to bring what he was learning and studying into professional development classes. For example, one of his research projects was on using data in training to reduce deadly force incidents. “I wanted to make sure that my own agency wasn’t training people the wrong way. I found out through research that what the data showed supported our adult learning theories and what we were doing at the academy, but it also showed some of our own shortcomings.”

In his current position, he’s also using the skills he learned at UWM. “We just started a new overdose task force and I’ve been trying to work with peers in getting all these people trained on what the expectations, the goals and objectives are and what the measurable outcomes are for both my home agency – the police department – and for the program.” If that sounds familiar, he says with a smile, it’s a similar process to what he learned in adult education courses.

MacGillis says, “I’ve always considered myself a research nerd. I like the practical application, but I also like the research that goes along with it.”

His UWM degree has also opened up a lot of doors for him, says MacGillis, giving the opportunity, for example, to participate in the Justice Department’s LEADS (Law Enforcement Advancing Data through Science) program. With low enforcement relying more on data and analytics, that type of research background is vital.

For MacGillis, going back to school at age 40 was an easy decision, one his wife and family encouraged. And, he adds, “I wanted to be a good example for my kids that it’s never too late to learn.”

OUTLOOK	

“Just kind of venture online and hope for the best. You have to take the mode of delivery into consideration and be sure you’re reaching the same level of outcomes.” Learning online can actually be a better choice for some students, Trombley says. “For the most part, you get that opportunity to reflect before you have to respond, where in face-to-face, students who need to process or reflect don’t get that chance to get involved in discussions as much as those who are more verbal and get there first.”

Her dissertation is focused on faculty perceptions and experiences in teaching a mix of traditional and nontraditional students in their online classes. “Online learning was very focused on adult, nontraditional students for a while, but what you’re seeing now is that traditional students are wanting more access to online learning.”

With research showing that adults approach education differently than younger students, classroom challenges are different for the instructor, she notes. In general, she notes the younger students may just be doing what’s necessary to get started or to get a degree. Then, in the summer of 2017, she received the offer to move to Drake University to direct their online education program, which was just getting started. Then, in the summer of 2017, she received the offer to move to Drake University to direct their online education program, which was just getting started.

Plans are to introduce the first online programs at Drake this spring. At the same time, Trombley was finishing up her dissertation and graduating from UWM in May. Her view, she says, is that online learning outcomes should mirror what is happening in the face-to-face experience, though “how you get there may be extremely different.” For example, teachers can’t take a class they’ve been teaching for a long time and “just kind of venture online and hope for the best.”
From Classroom to Norway
ALUMNA ENJOYS POST-TEACHING CAREER AS AN AUTHOR

SANDY BREHL ALWAYS ENJOYED WRITING LITTLE NAME, poems for the children in her classes and encouraging them to craft their own stories. Brehl, a School of Education alumna with bachelor’s and master’s degrees in special education, taught for 40 years – 20 in Milwaukee Public Schools and 20 in the Whitnall School District.

Those experiences planted a seed for her writing that finally developed after she retired.

“I’ve always been a reader, always been a storyteller, but I never viewed myself as a writer in large part because when I went through school creative writing was not a thing. It was all about the mechanics, the structure and the diagramming of sentences.”

That changed in her years of teaching. “When I started teaching children the craft and the excitement of writing, I discovered I was a writer,” says Brehl, who now lives in Muskego.

“Mari’s Hope,” the final book in her series about a young girl growing up in Norway during the Nazi occupation, was released in October 2017. Brehl’s inspiration for the books came from a trip to Norway with a friend who was Norwegian and wanted to re-establish contact with her father’s family. Brehl, whose own family was German-American on her father’s side, had read and taught about World War II, but wasn’t aware that Norway had been occupied during the war.

As she listened to family stories, she says, “I sat there with my writer’s brain and storyteller’s heart, hearing every one of my friend’s relatives – this was decades after the war – and they still kept circling back to the five-year occupation of Norway. I came home knowing I had to write those stories.”

It took her a couple decades and many false starts before she found the focus for how she wanted to tell the story. She thought of doing picture books with traditional costumes and mountain scenes, or doing an adult book. But her own experiences teaching young people led her to the idea of writing for a middle school audience.

“Then, through her research, she found a collection of primary sources that had been gathered by a Norwegian scholar. Citations included journal entries from Norwegian teens during the occupation. “Journals were extremely dangerous to keep, but they kept them anyway because they felt their stories needed to be told.”

“I can see that any child at any given age is on a continuum moving through their life.”

At that point, says Brehl, everything seemed to fall into place. “The young character who travels through all of these books, Mari, stepped into my mind and said: ‘If you get out of my way, I can help you do this.’”

That first book – “Odin’s Promise” – was all she planned on this topic. When she got it published, she says, “I had accomplished what I wanted to.”

The book, published in 2014, won the Midwest Book Award for children’s fiction that year.

But her readers had other ideas. “Odin’s Promise” only covers the first year of the occupation and “readers told me they knew there was a sequel coming,” she says. So, after more extensive research, “Bjorn’s Gift” and now “Mari’s Hope” followed, tracing the wartime life of a young girl and her family and friends who found the courage to resist.

Both her teaching career and her years at UWM laid a foundation for her writing, she says. Her degree was in special education, but she taught in both regular and special education classrooms and worked with children from first through sixth grade.

“I can see that any child at any given age is on a continuum moving through their life. I like meeting them where they are.”

At UWM, she had numerous opportunities to research and write, even though the focus was not on fiction. “I had the freedom to try courses that helped and independent study work that required a great deal of writing. That helped me hone in on what I was trying to say and learn how to say it effectively.”

She also recalls the notes she received from professors at UWM that encouraged her. Personal notes on writing became a gift she shared with her students.

“I can’t stress enough for any teacher or parent or anyone who plays a significant role in anyone else’s life, if you can give honest encouragement to someone about the strengths you see in what they’ve done, it will stay with them and be the encouragement they need when they’re having a difficult time.”

Brehl, who is an active member of the Society of Children’s Book Writers & Illustrators, has a number of works in progress that she’s working on. She’s had several literary works rejected, but her readers had other ideas. “Odin’s Trilogy” is the first books I’ve had published, but hopefully not the last.

Sandy Brehl especially enjoys interacting with readers and writers in school visits, she said. Resources and program descriptions are available on her website at SandyBrehl.com and she invites readers to contact her directly through the contact tab.
A Warm Welcome to New Faculty and Staff

NICHOLAS E. HUSBYE is joining the Middle Childhood Early Adolescence program in Curriculum & Instruction this fall. Prior to joining the UWM faculty, he was an associate professor in elementary literacy education at the University of Missouri-St. Louis, where he coordinated the undergraduate literacy education coursework and provided leadership in the elementary education program. A former first grade teacher, Nicholas received his B.A. in elementary education at Michigan State University and completed his PhD in literacy, culture, and language education with a minor in gender studies at Indiana University. His research interests include digital literacies and multimodality, literacy education, and children’s literature.

KELSEY AUTIN will be joining the Department of Educational Psychology and the Counseling program in the fall of 2018. She is coming to the School of Education from the University of Florida - where she will be receiving her doctorate in counseling psychology in August 2018. She has spent this year at Ohio State University for her clinical placement. She received her bachelor’s degree in psychology in 2011 and master’s degree in counseling psychology in 2013 from the University of Florida. Kelsey’s research focuses on freedom of work choice in marginalized populations, and she looks forward to continuing this program of research at UWM.

SARA JOZWIK will be joining the Exceptional Education faculty as an assistant professor. Prior to coming to UWM, she was an assistant professor in the Department of Special Education at Illinois State University for three years. She received her doctorate from Illinois State. Formerly a special education teacher in Chicago Public Schools, she earned her master’s degree in teaching English language learners from Western Governor’s University and a certificate in bilingual special education from George Washington University.

ROD WHITEMAN will be joining the Administrative Leadership Department in the fall as an assistant professor in K-12 Leadership. Whiteman comes to UWM from Indiana University where he graduated with his Ph.D. in education policy studies in 2017. He has been serving this year as a post-doc, working on developing preparation programs to improve urban school leadership. His research focuses on intersections of local policy implementation, educational equity in urban schools, and school leadership in education marketplaces. He also researches inquiry and methodologies in school leadership and policy scholarship.

TYREE BOLDEN has joined the office of Student Services as an academic advisor. Before coming to UWM, he was a student services professional at UW-Madison where he worked in the College of Engineering and College of Letters and Science. He views his role in student services as a partner with students in assisting them to manage their academics while empowering them to learn how to be a successful student. Bolden received his bachelor’s degree in Communication Studies from the University of Minnesota-Twin Cities and also went on to receive a master’s degree in kinesiology and human development from the University of Minnesota-Twin Cities.

KELLY AUTIN

ROD WHITEMAN

TYREE BOLDEN

ALUMNI AWARDS

NATE DEANS, a School of Education alumnus, received an award as a Milwaukee Public School Alumni from Riverside University High School. Deans, who was featured in the 2017 EdLine magazine, is now a teacher at Riverside.

MICHAEL HARRIS, principal of Riverside High School, and Jackie Hard-Barber, UWM School of Education Board of Visitors member, were also honored.

TAYLOR KOSS, UWM alumnus, brought home two medals for Team USA after competing in Turkey in the 2017 Deaflympics. Koss, who was a star athlete for the Panthers over the past four seasons, won bronze medals in the 200-meter dash and 400-meter hurdles. He also competed in the 100-meter dash, 4x100 relay and the 4x400 relay.

NATE DEANS

MICHAEL HARRIS

TAYLOR KOSS

Honors and Awards

DEANN HUINKER, professor and director of the Center for Mathematics and Science Education Research, was elected to the National Council of Teachers of Mathematics (NCTM) Board of Directors, as a director at large.

The NCTM Board of Directors sets the direction, establishes policy, and oversees the activities of the Council.

In addition to her positions in the School of Education, Huinker also holds an adjunct appointment in the Department of Mathematical Sciences.

Huinker is actively involved supporting school districts with the implementation of the Common Core State Standards for Mathematics and using research-informed practices to improve mathematics programs. Huinker is currently directing projects on the development of teacher leaders in mathematics (Pathways to Teacher Leadership in Mathematics), improving mathematics teaching and learning in grades K-3 (Strong Start Math Project), and transforming fraction instruction in grades 3-5 (Transforming Fraction Teaching and Learning Project).

NADYA FOUAD will be receiving the Leona Tyler Award for Lifetime Achievement in Counseling Psychology from the Society of Counseling Psychology, Division 17 of the American Psychology Association in August 2018 in San Francisco, where she will deliver a keynote talk.

The Leona Tyler Award for Lifetime Achievement in Counseling Psychology is given to stimulate and reward distinguished contributions in research or professional achievement in counseling psychology. The award — Division 17’s (Society of Counseling Psychology) most prestigious — honors the former president of both the division (1960) and APA (1973).

SIMONE CONCEIÇÃO, professor and chair of the Department of Administrative Leadership, received the 2017 Outstanding Service Medallion from the American Association for Adult and Continuing Education.

This award recognizes persons who have an outstanding record of service to the profession of adult and continuing education at the state, national, or international level.

Conceição has also been invited to be part of the Horizon Higher Education Expert Panel. The panel is commissioned to identify the trends that will drive technology adoption, the challenges that will impede the technology options available to institutions unless resolved; and the new developments in technology that the global higher education sector is most likely to consider over the next five years.

DONNA PASTERNAK, professor of English Education, has been appointed to the National Council of Teachers of English’s CAEP SPA Standards Revision Committee.

MICHAEL STEELE, associate professor in the Department of Curriculum & Instruction, was elected president of the Association of Mathematics Teacher Education (AMTE).
**Stephen Wester**

**What is your position here?**
I’m a professor of educational psychology first and a counseling psychologist second. I see my primary role here as researcher and scholar. Most of what people see me do is as director of clinical training for our accredited counseling doctoral program. We currently have 43 students in that program. I’m responsible for them from interview through admission through dissertation, internship and graduation.

**What led you to the field of counseling psychology in the first place?**
I’ve always been interested in people. I discovered a passion for figuring out why things worked the way they did and why people function the way they do, why society teaches them what it does. I come from a family of engineers, and engineers are always looking for solutions, trying to figure out why something happens or doesn’t happen. That played a large role in my decision to turn toward the academic side of counseling psych. I wanted to look at the social and contextual variables that affect outcomes. How can we as counseling psychologists, applied psychologists, improve lives and help improve society?

**What do you like best about your job?**
The people I work with. That’s overwhelmingly what keeps me in the counseling area and the department of educational psychology in general. The other thing is the students. I enjoy working with the master’s students especially because I earned a separate master’s degree as well back in the day.

**What do you do for fun?**
I don’t take my work home, though I know a lot of colleagues do. I’ve got pretty strict boundaries between the work, the office and the house. I enjoy martial arts. My family and I have all been training at Ascension Martial Arts in Oak Creek for 14 years. My son started when he was four – he’s now 18 and a freshman at UWM. I joined about a year after that. My wife has also trained, though she’s still training. I’ve been focused on that for 20 years. My son started when he was four – he’s now 18 and a freshman at UWM. I joined about a year after that. My wife has also trained, though she’s still training. I’ve been focused on that for 20 years.

**Why is your job for the School of Education?**
I’m an associate professor, so I work at the front desk for the Office of Student Services, which is where most of the advising happens. My role is to be the first voice or the first face for current or prospective students, parents and transfer students. My job is to direct them to the right place or the right resources, helping them navigate the School of Education, and the University at large. Sometimes I help them navigate the certification process. I’m kind of a shepherd.

**How have you been at UWM?**
One year, but I’m an alumnus and worked here when I was in school 10 years ago so I have a strong familiarity with campus. This position really feels natural. I love engaging with the undergrads, especially because they’re each unique and they all have interesting problems we can help with. I like being a problem-solver.

**What was your undergraduate major?**
Human resources with a minor in journalism and mass communications. What I do now has a basis in what I studied. I manage people – particularly the student workers – and I use the communication style honed through the work I did through journalism and outside.

**What did you do before you came to UWM?**
I worked in higher education (at the University of Wisconsin) and also in entertainment. I was a working standup comic for about six years. I got paid for going onstage and telling jokes, which gave me confidence to talk to people. Then I had children and didn’t like being on the road so much.

**How did you happen to come back to UWM to work?**
UWM is where I’ve wanted to be for a long time. We were living in Madison and my wife, who’s also in higher education, received an opportunity at MSOE (Milwaukee School of Engineering). It was a good move for our family. I was a stay-at-home dad for awhile, doing comedy, guest relations for Miller-Coors and working for Milwaukee Food Tours. My life has changed in the last year and half from having a very unstructured lifestyle to a much more structured lifestyle, which I was craving.

**Where do you and your family live?**
A. We live in Riverwest and really love the neighborhood. It’s all UWM people near me. My next-door neighbor is retired from UWM. I’m a biker and am able to commute to work on my bike or on the bus.

**Do you have other hobbies besides biking?**
A. My focus is on work, family and school so I don’t have much time for hobbies though I am a huge basketball fan. I was a season ticketholder for UWM for many years. I’d watch anything related to basketball.

**What is your long-term goal?**
I’d like to expand my role on campus to be more involved as a leader. It’s possible. I feel like ’m a leader informally now because I have to, but I’d like to be a leader in a more formal role in a department.
**A PANTHER GREETING**

A panther and a couple of soccer teams greeted students at Hartford University School on the first day of school Sept. 5.

Pounce, the University of Wisconsin-Milwaukee’s mascot, was accompanied by the UWM men’s and women’s soccer teams, who shared cheers and high fives with the arriving students.

Hartford University School, a Milwaukee Public School, is surrounded by the UWM campus, and frequently collaborates with university faculty and staff on community projects.

The rousing start was coordinated by Shannon Kilsonok, principal at Hartford University School, and Kathy Litzau, senior associate athletics director at UWM.

**A NEW LOOK**

All floors of the School of Education have received a fresh coat of paint and new signage in common entry areas. The painting, which was mostly done over the winter semester break, is in tones that incorporate UWM brand colors and provide a consistent and fresh welcoming look.

The third, fifth and seventh floor of Enderis Hall received the new cosmetic facelift, thanks in part to a generous donation from an alumnus.

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**HEART DISEASE EDUCATION**

Karen Stolz, professor in the Department of Educational Psychology, and colleague Cheryl Brosig of the Medical College of Wisconsin received a $50,000 multidisciplinary grant for a project titled “Optimizing Educational Outcomes for Patients with Congenital Heart Disease: School Intervention as a Component of Comprehensive Followup Care.” Funding for the project comes from Clinical and Translational Science Institute.

**JOBS AND FREE SMILES**

The Office of Student Services held its third annual Educator Job Fair in March in the Union Wisconsin Room. School districts and other employers came from all over Wisconsin and the Midwest as well as Texas and California. Approximately 35 employers met with students at the event. In addition, students were able to get a free photograph for their resumes and LinkedIn profiles, thanks to Troy Fox of Photo Services. Jeremy Page, assistant dean, and Student Services staff members Nikki Claas, Maggie Kaczmarek and Kamara Jackson organized the event, with the help of Jean Saizer, director of the Career Development Center.

**IN MEMORIAM**

LEAH (LEE) TEMKIN, who earned her master’s degree in administrative leadership/adult education and a bachelor’s degree in sociology, died March 3 at age 89.

Temkin had a long career as a reading teacher at Milwaukee Area Technical College and also became a coordinator for Nova University’s distance learning education program. She earned her doctorate from Nova University.

A mother of four and a dedicated community volunteer, her interest in adult education was sparked when she volunteered teaching functionally illiterate adults. She and her husband, Blair (Bud) divided their time between Milwaukee and Boca Raton, Florida, for many years.

She is survived by four children, Terrie, Mark, Larry and Ron Temkin, grandchildren and great-grandchildren.

The family has established a scholarship, the Leah Temkin Adult Education Scholarship, in her name (See page 13) and memorial contributions may be made to that fund at giveutouwm.uwmfdn.org.

DONALD B. NEUMAN, professor emeritus of curriculum and instruction, died Nov. 4 in Arizona at age 83. He and his wife of 60 years, Barbara, had been living in Scottsdale for some years. At UWM, he was a science education professor for nearly 30 years.

“Always ready with a smile, he was a productive, respected teacher and scholar,” wrote his colleague, Erika Sander, associate professor emerita.

Neuman was born and raised in Neenah, Wisconsin, and attended the University of Wisconsin (BA 1956) and Michigan State University (PhD 1968). He served in the United States Army and was stationed in New Ulm, Germany, as a lieutenant in the medical service corps. In addition to Barbara, he is survived by children, Phillip (Hilda), Michael (Amy), Joel (Amy) and Laura, as well as nine grandchildren.

In Memoriam

“Don was a mentor to many of us with his perennial good nature and quiet dedication to preparing elementary science teachers.”

Craig Berg, professor of science education

**JOBS AND FREE SMILES**

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Leading the Way

DONORS LEAVE A LEGACY

THE SCHOOL OF EDUCATION IS PROUD TO roll out the inaugural class of Legacy Leaders. Legacy Leaders are donors who remember the School of Education in their will, trust or through other carefully planned giving vehicles. Interest in such gifts is growing, and they can be such an inspiration to others to also leave their legacy.

ANYONE CAN BE A LEGACY LEADER
In fact, over the years, many folks have indeed made provisions in their estate plans. But we often did not know of their generosity until the person passed away.

How you name the beneficiary and how you wish the gift to be used are critical to meeting your needs as a donor. Plus, you may have an interesting story to share. So if you are in the planning stages, we encourage you to have a conversation with us (and don’t forget your professional advisors). We want to be sure your wishes are fulfilled exactly as you envision.

Most donors request their gifts go directly to assist students. As such, many scholarship funds have been established over the years – keeping our students on track and graduating so they can begin their important careers.

You may also inspire your loved ones to consider building on your planned gift or making their own gift as a donor. Giving is indeed contagious!

Check out this interactive and most interesting site at giftplanning.uwm.edu.

HERE ARE COMMENTS FROM A FEW OF OUR CURRENT LEGACY LEADERS

“Neither of my parents nor any of my grandparents attended college, so that influenced our decision to make a scholarship for first generation students a part of our planning,” says Robert Longwell-Grice, senior advisor in the Office of Academic Services. He and Hope Longwell-Grice, associate dean of the School of Education, established a scholarship fund for aspiring college administrators that will become a permanent endowment when they retire.

Emily Robertson, who received her master’s degree in administrative leadership/ higher education, established the Emily Kachel Robertson Scholarship Fund to help students complete their degrees, despite external challenges that may threaten their graduating.

“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.”

DO YOU WISH TO BE RECOGNIZED AS A LEGACY LEADER?
We appreciate you remembering UWM’s School of Education as you plan your charitable support currently, as well as when you plan for the future. If you would like to learn more about planned giving and other ways to give, please contact Carol Wacker, 414-229-3080 or wackerC@uwm.edu.

With the introduction of tax reform this year, you may be looking at your finances and wondering how you can continue to be charitable. Here are some smart ways to give in 2018:

• Donate appreciated stock: With the stock market at or near all-time highs, give your appreciated stocks to a nonprofit and eliminate capital gains tax.

• Name us as a beneficiary of retirement plan assets: These assets remain taxable when distributed to a loved one but are tax-free when given to a nonprofit.

• Give from your IRA (if age 70½ or older): Regardless of whether you itemize your taxes, this gift helps you fulfill your required minimum distribution and is not considered taxable income.

• Gifts of real estate: Appreciated real estate may be subject to capital gains tax unless donated to charity or transferred to a charitable trust.

When you plan, you control the distribution of your legacy. After you have taken care of those closest to you, now think about the charitable causes that best exemplify who you are as a person and the difference you wish to make.

By including charity as you plan for the future, you can accomplish what may have been unimaginable – your personal best. Think about the impact you can have by naming the SOE just 5 percent of your will. Please turn to page 30 to meet some of the folks who have remembered the SOE, should it be five percent of your will or five percent of your estate. Perhaps they will inspire you.

They are members of the inaugural class of Legacy Leaders, recognizing and celebrating planned giving.

Carol Wacker

DOING BETTER IS POSSIBLE

DON’T YOU LOVE WATCHING THE YOUNG OLYMPIANS, racing down the slopes? Do the figure skaters’ triple and even quadruple jumps leave you breathless?

I love hearing the announcers proclaim, “Personal best,” even if an athlete’s score does not earn him/her a spot on the coveted podium. They tap a reservoir of tenacity and strength they probably did not know existed, until that moment – when they were called to stretch even higher.

Their personal best both stuns and inspires – maybe even the athletes themselves.

I often hear alumni and friends say they wish they could give more … to “do better.” And I always say, “You can!”

For the careful long-term planner (never too young to start), you may wish to remember your favorite organizations when you are planning the distribution of your estate. Five percent of something could leave us breathless.

Estate can be a big word, sometimes thought to be a subject of being called to stretch ever higher. Their personal best both stuns and inspires – maybe even the athletes themselves.

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CAROL WACKER

Your gift to the UWM School of Education will help ensure that Milwaukee continues to be a leader in urban education for years to come.
SCHOLARS HONORED

THE SCHOOL OF EDUCATION’S PI LAMBDA THETA chapter gained 46 new members April 10 at an induction ceremony at St. John’s on the Lake.

This was one of the largest groups ever, according to Rob Longwell Grice, recruitment and scholarship coordinator and advisor to UWM’s Beta Epsilon Chapter, which was formed 55 years ago. In fact, one of the students became the 1,000th member of UWM’s chapter at this ceremony.

Barbara Michaels, one of the chapter’s founding members, spoke to the students about the value of Pi Lambda Theta and teaching, along with a panel of former teachers that included Judith Moburg, Willette Knopp and Jill Wiedmann.

The chapter presented three scholarships at the event. Atsuko Borgman and Molly Janssen were awarded the Lura Carrithers scholarship, and Emily Andrews received the Willette Knopp scholarship.

In addition, the chapter appointed 10 new Pi Lambda Theta ambassadors who will attend School of Education functions, alumni events and community panels throughout the year to highlight issues in education.

For a complete list of those honored, see uwm.edu/education/pilambdatheta.