Improving Teaching and Learning in STEM Areas Is Critical
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University of Wisconsin–Milwaukee
School of Education

EdLine

Volume 13, Number 1
Fall 2008

UWM Chancellor ................................................................. Carlos Santiago
Dean ................................................................. Alfonzo Thurman
Associate Dean for Academic Affairs ........................................ Gail Schneider
Associate Dean for Education Outreach .................................... Elise Frattura
Marketing Director .......................................................... Alex Vagelatos
Interim Editor ............................................................... Kathy Quirk
Contributors ........................................ Barbara Monroe, Ashley Murrell, Beth Stafford, Laura Hunt, Mary Anderson

Design ................................................................. Lesley M. White, UWM Creative Services

EdLine (ISSN 1554-3056) is published twice a year by the UWM School of Education for students, alumni, faculty, staff and friends of the School. The School welcomes your comments and news items. Please send all correspondence, submissions, and address changes to: School of Education EdLine, University of Wisconsin–Milwaukee, P.O. Box 413, Milwaukee, WI 53201-0413 or e-mail edline@uwm.edu.

School of Education Web site: www.soe.uwm.edu

About the Cover: Hands-on activities like these are important in helping students learn in the STEM (science, technology, engineering and mathematics) fields and also in encouraging students’ continued interest. Photo courtesy of Milwaukee Public Schools.

Mission
To provide leadership and inspiration for learning and human development in urban communities.

Vision
To become a premier urban school of education recognized for its diversity, and known for excellence in teaching, learning and research.

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Message from the Dean

Much ink has flowed on the importance of education of American students in the STEM disciplines (science, technology, engineering and mathematics) and the international challenge to America’s primacy in these areas. Schools of Education play an important role in STEM. We are challenged to prepare students in the areas of mathematics and science education, and in preparing highly qualified teachers in these areas for our nation’s elementary and secondary schools.

Schools of Education must have a genuine commitment that all students receive excellent preparation in mathematics – particularly algebra, which the National Mathematics Advisory Panel’s report says is the “gateway to later achievement,” and science. The UWM School of Education’s commitment to this area is longstanding and was enhanced by the acquisition of a $20 million National Science Foundation (NSF) grant five years ago that formed the Milwaukee Mathematics Partnership (MMP).

The MMP has been previously featured in EdLine, but its continuing initiatives are important to the STEM efforts of the School and UWM as a whole. (This work is able to continue to move forward thanks to careful use of the NSF money and an $10 million state allocation from Governor Jim Doyle to the Milwaukee Public Schools.) As always, our efforts are to assure that students start early (pre-school) in their mathematics pursuits and continue through all of their years of education. We also aim to have highly qualified teachers in all of their classrooms, whether at the preschool, elementary, high school or post-secondary education levels.

Given our urban environment, it is important that we have a diversity of individuals entering not only the education profession, but also the professions using mathematics, science and engineering. Nadya Fouad, recently named a UWM Distinguished Professor, is profiled in this edition of EdLine for her outstanding work on women and minorities in STEM fields as the School continues to fulfill its equity, diversity and excellence goals.

While STEM is one focus of this issue, the School of Education is working with other vital areas of teacher preparation. Writing is certainly an underpinning for most other subjects. Two of our faculty, both of whom have worked with National Writing Projects in other areas of the country, collaborated in writing a grant proposal which has brought UWM a National Writing Project award. To my delight, I had an opportunity to join them at their Community Writing Project seminar. I was torn between writing a story on the importance of writing in the STEM disciplines or a personal story of family, early learning and perseverance. I chose the latter, but on reflection and revisiting my writing, I determined that I could easily have converted that to writing about STEM as family encouragement, early learning and perseverance are very important to learning in the STEM disciplines.

I hope that you will enjoy the stories noted above and the many other features in this volume of EdLine.

Alfonzo Thurman
Dean, School of Education
The University of Wisconsin–Milwaukee is partnering with Milwaukee Public Schools to increase elementary school teachers’ knowledge of science and to diversify and update science curriculum.

The BEST (Better Elementary Science Teaching) project has received a $1.3 million, three-year grant from the Wisconsin Department of Public Instruction to improve teachers’ content knowledge and expertise in teaching science. The research team will involve UWM faculty from education, chemistry, biology, geosciences and engineering programs as well as MPS science-teaching specialists and teachers. Tracy Posnanski and Craig Berg, associate professors of education, are co-principal investigators on the project.

The BEST program will involve 60 MPS teachers in first through eighth grade, and will include exceptional education and English Language Learning (ELL). The BEST project team will develop courses, workshops and other professional development opportunities for these teachers, selected through an application process.

“We want to help them build their content knowledge as well as develop effective strategies for teaching,” says Posnanski. “Teachers will learn how to develop lessons that are activity-based and encourage problem-solving in science, technology, engineering and mathematics.”

Fourth graders in MPS are falling behind their peers in science achievement, with the majority scoring below the national proficiency level. The achievement gap is even larger by eighth grade.

The number of U.S. college students graduating in the vital STEM fields (science, technology, engineering and mathematics) is lagging, says Posnanski. “Students’ interest in science either peaks or is formed based on their experiences with science, technology and mathematics during their formative years in elementary school. Teachers are critical in establishing that interest at an early age. Helping teachers develop more effective strategies may spark and prolong students’ interest in science.”

While a key goal of the project is to increase student achievement in STEM areas, says Posnanski, the project will also focus on helping teachers integrate STEM with language arts and other subjects. Including teachers from exceptional education and ELL areas will bring opportunities for improved science learning to more classrooms and students, he adds.

“Unless they were licensed in the last few years, many elementary science teachers had very little content preparation for teaching science,” says Posnanski. “That’s one of the problems we’ll be trying to address.”

With recent guidelines stressing the importance of hands-on learning in the STEM areas, it’s also important for elementary teachers to expand their repertoire of teaching techniques to include more of this type of learning in their classrooms, he adds.

The BEST project team includes Posnanski; Berg; Nancy Rice, associate professor of exceptional education; Kevin Renken, associate professor of mechanical engineering; Bill Kean, professor of geosciences; Andrew Petto, senior lecturer in biological sciences; Kristen Murphy, assistant professor of chemistry; and Antonio Rodriguez, science curriculum specialist from Milwaukee Public Schools. The team plans to add an MPS expert in ELL as well as a number of current and retired MPS science teachers.

The project team will be developing plans for professional development for teachers, based on state standards and national guidelines for teaching science and mathematics.

Teachers in the program will be able to earn 15 graduate credits that may be applied toward a new specialized master’s degree focused on the STEM areas. Another focus of the project will be to develop teachers to become science teacher leaders in their schools.
The School of Education’s 12th annual Urban Forum is set for Thursday, Nov. 6, in the UWM Union. This year’s day-long conference will focus on how the educational agenda of the new administration will impact the way educators are prepared for the challenges they face in urban classrooms.

Robin D.G. Kelley, professor of history and American Studies and ethnicity at the University of Southern California, will present one keynote, “Teaching to Change the World.” He will speak at 10:15 a.m. and 8 p.m.

Before joining USC, Kelley taught at Columbia University and at New York University (NYU), where he was the youngest full professor in the university’s history at age 32. As a past chairman of NYU’s history department, Kelley has an extensive list of prize-winning books in which he explores American and African-American cultural and intellectual history. His writings on the urban crisis explore education in the historical context of black social and political movements. Currently, he is working on a biography of pianist/composer Thelonious Monk.

Barbara Gerner de Garcia, professor and chair of the Department of Educational Foundations and Research at Gallaudet University in Washington, D.C. will present the other keynote address, “Unseen Voices: Multicultural Curriculum Transformation and Deaf Education.” She will speak at 8:45 a.m. and 6:15 p.m.

At Gallaudet, de Garcia teaches courses in Multicultural Foundations of Education, Educational Research, and Teaching Latino Deaf and Hard of Hearing Students. Her background includes research and publications on multicultural issues and education stemming from the 17 years she spent teaching deaf students in Boston Public Schools.

Both Kelley and de Garcia will present at the morning and evening sessions. In the interim between the morning and evening sessions, a number of musical groups will perform. These include: Hip hop/reggaeton artist Omi, “El Mas Completo (3:30 p.m.);” The Center for the Deaf and Hard of Hearing’s Children of the Sun Drum Troupe (4:45 p.m); and St. Paul Youth Inspirational Gospel Choir (5:45 p.m.)

“The Urban Forum is an essential ingredient for understanding inequality in education,” says School of Education Dean Alfonzo Thurman. “The Forum should provide motivation to action to improve and strengthen schools and community organizations.”

The Urban Forum is designed to educate students, faculty, staff and the community on the impact of urban social, political and economic issues in education. It is free and open to UWM students, staff, faculty, and community members. Sessions will run from 8 a.m. to noon and 5:30 p.m. to 9:15 p.m.

To register online, visit the Urban Forum website at www4.uwm.edu/soe/departments/outreach/urban_forum/.

The registration deadline is Thursday Oct. 30.

This article was written by SOE Communications Intern Mary Anderson.

“The Urban Forum is an essential ingredient for understanding inequality in education. The Forum should provide motivation to action to improve and strengthen schools and community organizations.”

— Dean Alfonzo Thurman
Science, Mathematics and Other STEM Subjects Critical to Local and National Economy

Science, technology, engineering and mathematics, the STEM subjects, are critical to the Milwaukee area’s economic future, says Colin Scanes, UWM vice chancellor of research and development. Scanes recently brought that message to leaders of the Milwaukee Partnership Academy, a community-wide collaboration working to improve student achievement in Milwaukee’s public schools.

“Education and research are a tremendous economic engine,” Scanes told the MPA members at their annual retreat in early August. Scanes was part of a panel on STEM’s role in regional economic development that included Mike Mortell of the Regional Workforce Alliance and Donald Sykes of the Milwaukee Area Workforce Investment Board.

Scanes noted that in the last 30 years the economy of nearby Dane County has boomed largely because of the talent UW-Madison attracts both to the university and to high-tech companies in the county. Meanwhile, Milwaukee has been lagging behind economically because fewer residents have college degrees in this part of the state.

“In Minneapolis-St. Paul, he said, 40 percent of residents have college degrees, compared to only 18 percent in Milwaukee. In Chicago, 27 percent overall have degrees and 67 percent of those working downtown are college graduates.

“We are not just competing with Chicago and Detroit, we are competing with Beijing, Shanghai and the Indian subcontinent,” Scanes added. Both Sykes and Mortell stressed the need for regional cooperation in addressing STEM issues.

While Chancellor Carlos Santiago is committed to increasing UWM’s scientific and technological research, it’s vital that students entering college be well-prepared in the STEM areas at the elementary and high school levels, Scanes told MPA representatives. Many of the potential new jobs in the Milwaukee region will be in the areas of health care, health care technology, water-related industries and financial services. “You need to have some STEM background for these jobs, and businesses are seeing a shortage of qualified employees,” Scanes said.

Panelists discussed science, math, technology and jobs with MPA members at a retreat. Left to right: Mike Mortell, Donald Sykes and Colin Scanes.
The MPA—which includes leaders from UWM and other local colleges and universities, Milwaukee Public Schools, the teachers’ union (MTEA), the local business community and other local organizations—is working to increase the focus on these important STEM areas, said Linda Post, interim executive director of the MPA. Post is chair of the UWM School of Education’s Department of Curriculum and Instruction. At the retreat, MPA members spent part of the morning focusing on ways to organize and increase focus on STEM areas.

The partners that make up the MPA point to a number of new or continuing projects designed to improve teaching and student achievement in the STEM areas. A $20 million, five-year National Science Foundation grant to improve teaching and learning in mathematics, for example, which was due to end in October, has stretched its funds to continue for a sixth year. UWM, MPS and MATC are the key partners in the Milwaukee Mathematics Partnership that plans and administers projects, but other local schools of education and school districts are also involved.

Recently, the State of Wisconsin allocated an additional $10 million to the mathematics partnership to continue some of the key initiatives begun under the NSF grant. These include developing mathematics teacher-leaders and specialists to head efforts to improve mathematics teaching and learning in individual schools.

More recently, a partnership involving UWM and MPS received a $1.3 million grant from Wisconsin’s Department of Public Instruction to help elementary teachers increase their knowledge in science subject areas and improve their skills in vital hands-on activities and experimentation. (See page 2)

The hope is that K-12 teachers will be able to build student interest in the STEM areas, and that more students will continue to pursue that interest in college, said Post.
Most parents and many teachers believe that if middle-school and high-school girls show no interest in science or math, there’s little anyone can do about it.

New research by a team that includes vocational psychologists at the University of Wisconsin-Milwaukee indicates that the self-confidence instilled by parents and teachers is more important for young girls learning math and science than their initial interest.

While interest is certainly a factor in getting older girls to study and pursue a career in these disciplines, more attention should be given to building confidence in their abilities early in their education, says UWM Distinguished Professor Nadya Fouad of the School of Education. She is one of the authors of a three-year study aimed at identifying supports and barriers that steer girls toward or away from science and math during their education.

“The relationship between confidence and interest is close,” says Fouad. “If they feel they can do it, it feeds their interest.”

It’s a high-priority question for members of organizations such as the National Science Foundation (NSF) and the National Research Council as they ponder how to reverse the rapidly declining numbers of women in STEM careers – science, technology, engineering and math.

Many young students, particularly girls, see math and science as difficult, and don’t take any more classes than they have to, not realizing they are cutting themselves off from lucrative opportunities in college and careers.

The NSF-funded study – the most highly detailed study on this topic – dug deeply to identify the specific factors that would increase interest.

“For the last 20 years, there has been all this work done on boosting interest of girls early on. But I don’t think that’s it,” says Fouad, whose research has found evidence that confidence levels in math- and science-related tasks are lower for girls than for boys.

Complexity

The study tracked girls and boys in middle school, high school and their sophomore year in college in both Milwaukee and Phoenix, with the main goal of pinpointing when the barriers for girls appear and how influential they are. Co-authors include Phil Smith, UWM emeritus professor of educational psychology, and Gail Hackett, Provost at the University of Missouri–Kansas City.

Self-efficacy is not the only important factor for girls, the study uncovered. Results point to a complicated issue, says Fouad. For one thing, math and science cannot be lumped together when designing interventions because the barriers and supports for each discipline are not the same.

“There were also differences at each developmental level and differences between the genders,” she says.

That means interventions would need to be tailored for each specific subgroup.

Overall, however, parent support and expectations emerged as the top support in both subjects and genders for middle- and high-school students. Also powerful for younger girls were engaging teachers and positive experiences with them.
Photo by Alan Magayne-Roshak

Nadya Fouad, UWM distinguished professor and vocational psychologist, recently finished a national study on what steers girls toward or away from science and math during their education.

The study confirmed that old stereotypes die slowly. Both boys and girls perceived that teachers thought boys were stronger at math and science. For boys this represented a support, while for girls it acted as a barrier.

Top barriers for all age groups and disciplines were test anxiety and subject difficulty. But these differed between boys and girls. In addition, the genders formed their perceptions of math or science based on the barriers and supports, but they often arrived at different views.

Ultimately, it’s perception, more than reality, that affects a person’s academic and career choices, says Fouad.

**Scholarly Clout**

That’s the take-away message from her more than two decades of work. A fourth-generation college professor, Fouad studies cross-cultural vocational assessment, career development of women and minorities, and factors motivating people to choose certain careers.

She and Smith were among the first teams of researchers to empirically support a model that identified the prominent role that self-confidence and outcome expectations play in predicting career interests.

The American Psychological Association’s Society of Counseling Psychology recognized Fouad for achievement in career and personality research in 2003, a measure of the international impact of her work. She also was invited to write the vocational psychology chapter in the “Handbook of Counseling Psychology” – the profession’s authoritative reference text.

Fouad brought her expertise directly to UWM students when she worked with Lauren Peyton and Tom Bachhuber of the Career Development Center to expand the course “Educational Psychology 101,” in 2006. The course is designed to help undergraduates choose a major or career. Typically, 30 percent of college freshmen in the U.S. are undecided on this question, and UWM students are no exception.

“We’ve run 12 sections of the course a semester ever since,” she says. “We know it decreases job decision difficulties and increases confidence in that decision making.”

She also conducted a study of how often students used the career counseling services at UWM. She found that only half of the students polled knew that counseling was available.

The next step in the NSF study on girls and math and science is to examine the relationship between barriers and supports, and then to widen the view to include women who are not working in those fields despite having an educational background in math or science. Fouad received funding from UWM on this project and has just received a half-million-dollar grant to focus on women in engineering.

Nationally, 20 percent of graduates with degrees in engineering are women, she says, but only 11 percent of engineers are women. Her inquiry will explore the reason for this gap.

Written by Laura Hunt, Staff Writer for University Communications and Media Relations.
Two Major SOE Projects Continue to Help Better Prepare Teachers

Five years ago, the School of Education received two major grants to help improve the quality of teacher preparation. The Teachers for a New Era project, funded through the Carnegie Foundation, was designed to research and demonstrate the most effective, evidence-based methods of preparing teachers for today’s classrooms. The Milwaukee Mathematics Partnership, funded through a $20 million grant from the National Science Foundation, was designed to improve mathematics education in Milwaukee.

Teachers for a New Era

“We expect to continue this work for another three years,” says Linda Post, chair of the Department of Curriculum and Instruction and co-principal investigator on the Carnegie Foundation’s Teachers for a New Era project.

Five years ago, UWM’s School of Education received $5 million from the Carnegie Foundation for the TNE project, one of 11 schools and colleges of education nationally to receive the funding. “We’ve been careful with the money,” says Post, and additional funding now allows for many TNE initiatives to continue.

The Teachers for a New Era project is built around three key design principles:

• Teacher education programs are built on evidence from research
• Collaboration between faculty in the arts, letters and sciences, and education is essential for building a sound foundation in liberal arts and the disciplines
• Teaching is a clinical profession in which new teachers require a period of dedicated support during the first induction years

At UWM, the TNE project works in collaboration with the Milwaukee Partnership Academy, a coalition of education, business and community organizations dedicated to improving the quality of teaching and learning for the children and youth of Milwaukee. In addition to SOE, the College of Letters and Science and the Peck School of the Arts are also key partners.

Teachers for a New Era has worked on numerous interlinked projects to support professional development in the field over the past five years.

Course Redesign

One of the key initiatives of the TNE project, says Post, is to redesign coursework to give aspiring teachers in-depth content knowledge needed for teaching. These efforts have resulted in numerous changes to both the courses and to sequencing, or progression, of courses.

Design teams, which included classroom teachers and faculty from the Peck School of the Arts, the College of Letters and Science and the School of Education, worked together to assure courses gave potential teachers the content knowledge they needed, and were aligned with state and Milwaukee Public Schools standards and goals. Design teams reviewed courses in mathematics, science, social studies, the arts, English and foreign languages.
Collaborative Work with Classroom Teachers

Another focus of TNE is making learning a two-way street through the Cooperating Teacher Academy. The Academy gives classroom teachers a voice in how UWM prepares student teachers and provides an opportunity for their own professional development. The three UWM schools and colleges involved in TNE offer professional development for teachers with hands-on summer learning experiences.

In another strong link between the university and public schools, master teachers from public schools work with UWM faculty through the Teachers in Residence program.

Supporting New Teachers

One key goal of the TNE project has been to help new teachers make the transition into urban school systems, and support them in their initial classroom experiences, says Marleen Pugach, professor of education and a co-principal investigator. A major project in this area was creating a common framework to help new teachers make a smooth transition into MPS.

Building on the earlier efforts of an MPA workgroup, the TNE team developed an induction brochure for all new MPS hires, a handbook for introducing and orienting new teachers that is used in all MPS schools and a booklet on the characteristics of high-performing urban classrooms.

To keep the two-way communication and support going, the TNE project also developed “Tapped In,” an online support system for new teachers that links them with SOE faculty as well as faculty members in Letters and Science and the Peck School of the Arts. New teachers can also use the Tapped In system to ask questions related to content knowledge, teaching techniques and other professional issues.

Evidence-based Teaching

A major activity during 2006-2007 was working with MPS to collect and archive program/student assessment data. The goal is to eventually link student achievement with teacher preparation and induction practices.

While the project is continuing, one evaluator, Kenneth Zeichner, noted of the first years: “I think that the leadership in this project has done an outstanding job in constructing an organizational structure to bring faculty from across the university and MPS together to discuss things that do not usually get discussed in research universities.

“This task was amazingly complex given the numbers of people involved and their work schedules. The visible support for this project by the three deans involved and by the campus administration has also been an important factor in what has been achieved so far.”

(related story continues on next page)
Improving mathematics education in Milwaukee is vital to the area’s economy, says DeAnn Huinker, professor of mathematics education, director of UWM’s Center for Mathematics and Science Education Research, and principal investigator for a $20 million National Science Foundation grant to improve mathematics education in the schools.

The grant, which UWM administers for the Milwaukee Mathematics Partnership, is the largest in UWM history. The mathematics partnership is a collaboration involving the university, Milwaukee Public Schools and Milwaukee Area Technical College (MATC). Like the Carnegie grant, the NSF grant team has been able to conserve funding to continue key elements of the project into a sixth year. In addition, Huinker says, a $10 million state initiative to support mathematics education in MPS will also help continue the positive changes started through the NSF grant.

The grant encompasses numerous goals, from easing student transitions between high school and college mathematics to aligning key learning targets. However, improving mathematics teaching and learning is key. Providing teachers with professional development has been a major focus, according to Huinker.

“We need to give teachers a deep knowledge of mathematics and a tool kit of teaching approaches to help assure that every student can not only do mathematical computation, but also can understand and apply mathematical reasoning and principles when solving problems,” Huinker says.

MPS, MATC and UWM, which forged a strong relationship through the MMP, will continue working together even after the grant ends, she adds, and MPS has indicated a strong commitment to continuing key initiatives, such as a mathematics teacher-leader program supported by mathematics specialists.

The Milwaukee Mathematics Partnership project’s leadership team is also looking at ways to sustain the core work beyond the lifespan of the NSF grant. “One of our key projects is to assess what stays and what goes away,” says Huinker.

Investigators and outside evaluators are sorting through the data to assess the partnership’s overall impact. Because of the lag time between when teaching changes take effect in the classroom and when they begin to show up in district-wide test results, the grant’s impact on student progress is hard to measure district-wide, says Huinker.

However, the National Science Foundation reports on its Web site that its mathematics and science partnership programs are having an impact. Nationally, the results show not only improved proficiency among all elementary and middle school students, but also a closing of achievement gaps between both African-American and Hispanic students and white students in elementary school math.
A group of Milwaukee Public Schools sophomores recently had a chance to look at teaching as a career, explore the UWM campus, take a few field trips and enhance their academic skills.

This year’s Urban Teacher World, held on the UWM campus the last two weeks of June, had a number of new features, according to Felipe Rodriguez, program coordinator and outreach program manager in the School of Education’s Office of Academic Services.

For the first time in its seven-year history, the program’s students were on campus for the full two weeks, staying overnight in a dormitory and enjoying the use of campus recreational facilities such as the Klotsche Center.

Program Makes Its Theatrical Debut

In the past, students had built Web sites or completed other multimedia projects. This year, the 17 students wrote, performed and videotaped a play based on “The First Part Last,” Angela Johnson’s award-winning young adult book about a teenage father.

“We wanted to enhance their reading and writing in a creative way,” says Barbara Logan, a coordinator of the program who also is a program specialist in the Office of Academic Services. “It’s also a chance for them to work with technology and video production,” adds Rodriguez.

The group’s first field trip was to Harry W. Schwartz Bookshop on Downer Avenue to select books from among those recommended by Donna Pasternak, an associate professor of English education. As a bonus, the students got to keep all the books, not just the one they chose for the screenplay. “They now have a collection of books to read on their own,” says Logan.

This year’s Urban Teacher World involved faculty from the School of Education, the Peck School of the Arts and the School of Information Studies. Laretta Henderson, an assistant professor in the School of Information Studies specializing in children’s literature, worked with Pasternak in facilitating the students’ reading circle discussions.

The reading circle discussions helped the students understand the book’s themes and find meaningful lines in the text to serve as the basis for the script. Michelle Lopez-Rios, assistant professor of theater, worked with the students to take these themes and quotes from the text and develop a script. She then directed and staged the students’ performances.

Students could choose from a variety of experiences. In addition to writing, performing directing and videotaping the play, the students helped develop a sound track, wrote and designed the playbill and created a media montage for the opening.

Extracurricular Exploration

In addition to creating the play for video, the Urban Teacher World students took a variety of field trips around the Milwaukee area. Among the outings – Comedy Sportz, the Milwaukee Art Museum, the Milwaukee Repertory, Miller Park and an evening sail on the Denis Sullivan, an authentic Lake Michigan schooner.

(continued on page 21)
Invitational Summer Institute Encourages Teacher Writing and Creativity

Kerry Thomas-Mess was looking for a fresh perspective on teaching English and serving as newspaper advisor at Milwaukee’s Rufus King High School.

At St. John’s Military Academy, David Pederson was interested in finding more ways to engage his students in writing.

Jerome Mohsen, who teaches at Nicolet High School in Glendale, was looking for teaching tips, techniques and strategies to help keep students interested in writing.

Abbie Fishman of Riverside University High School was trying to find new approaches for teaching advanced placement writing students at her school.

These teachers were among those attending the University of Wisconsin-Milwaukee’s first Invitational Summer Institute for teachers, held June 30-July 31. The summer institute is designed to support teacher leaders as they research strategies to teach writing and develop their own writing.

The goal of the Invitational Summer Institute is to help teachers explore their own writing, learn from other successful writing teachers and prepare to become writing teacher-leaders in their own school districts, according to Donna Pasternak, associate professor of education and one of two faculty members who coordinated the summer institute.

“Writing is as fundamental to learning in science, mathematics and history as it is to English language arts,” adds Karen Kelley, assistant professor of education, the other coordinator of the institute.

The UWM Writing Project, based in the School of Education, is the newest of three Wisconsin locations for the National Writing Project, a network of more than 200 university-based professional development programs in the United States.

The National Writing Project bases its works on three key principles:
- Writing is fundamental to learning in all subject areas
- Teachers are the best teachers of teachers
- Teachers of writing must be writers

During the summer institute, teachers spent four days a week from 9 a.m. to 3:30 p.m. working with other experienced teachers in subject areas from kindergarten to college-level instruction.

Teachers heard from other teachers about what worked in their classrooms, watched teaching demonstrations and learned about research-based methods from university faculty. And they wrote, wrote and wrote some more. Groups worked collaboratively to improve their writing. At one informal session in the Library’s Grind coffee shop, for example, group members critiqued each other’s work and made suggestions for fine-tuning written pieces.

“It is really great to be with 25 colleagues and have them share what they do and what works for them in the classroom,” says Pederson. In the closing exercise, Pederson shared one of his own writing activities that engages students at St. John’s Military Academy. His classes are all boys, he says, and some topics, such as writing poetry, “aren’t always met with great enthusiasm.”

Another teacher in the group, Bianca Williams-Griffin of Morse Middle School, shared her challenges in teaching students standard English, while validating their own dialects and culture.

One exercise she used to generate discussion about dialect, voice and word choice was to use a hip-hop piece as a starting point and have students translate it into standard English, Yiddish and dialects.

“Everyone I talked to said this Institute was a great program,” says Thomas-Mess. “So when I heard UWM was getting a National Writing Project, it was the first thing I wanted to do. The basic premise is that teachers of writing need to be writers themselves.”

The writing group members plan to stay in touch, sharing ideas and experiences. “This was a lot of work, but it was a phenomenal process,” says Williams-Griffin. ◗
Thirty Milwaukee Public Schools high school students are not waiting for their future to learn about high finance. They’re doing it now, boarding a bus to Chicago this summer to tour businesses in an urban setting outside of their own.

The School of Education’s Center for Economic Education, directed by School of Education lecturer Tim O’Driscoll, ran two separate youth programs for students, thanks to several local sponsors and volunteers. “Urban kids, suburban kids, it doesn’t matter where you live,” explains O’Driscoll. “If you teach kids the basics of personal finance at an early age, they can be very successful.”

The first program, Youth Enterprise Academy (YEA), involved freshman and sophomore high school students in intense two-week classes (June 16-July 1) about personal finance and the economy. The YEA participants are the program’s 11th annual class.

The second program, Youth Enterprise Junior Academy (YEJA), during the week of June 16, focused on career development. “We’re asking kids what they want to do in the future, and why,” says O’Driscoll. This is the second year for YEJA, which involves MPS middle school students in a shortened version of YEA.

In the Classroom

Group work is an important part of the YEA program. Students break into groups of three. Each group then chooses two or three Fortune 500 companies, whose stocks they practice monitoring, buying and selling. After two weeks, each group presents its findings to the other students, as well as to their teachers and professional stockbrokers from the community. The stockbrokers evaluate the completed work.

Each student who completes all assignments and attends all YEA classes receives a $500 savings bond. Also, the top 10 students, based on attendance and performance, are selected to form an investment club. The Youth Enterprise Investment Clubs are supported by the Nicholas Family Foundation’s donation of two $10,000 college scholarship funds.

These students, who meet monthly and work in teams of five, will spend two years buying, selling and trading their Fortune 500 investments, using the donations from the Nicholas Family Foundation. At the end of the two years, each fund is divided equally among the team’s five members and sent to the colleges that members plan to attend.

In the Middle

The middle-school students in YEJA learned not only about career development, but also about the economy, personal finance and public speaking. Upon completion, YEJA students each received a $200 savings bond.

At a June 27 award ceremony, students, teachers and family members joined to recognize the work that had been done. The student projects were on display for families and friends.

Many students applied for the two programs, but only 30 students were selected to be part of each program. Applicants were selected based on a written essay, personal references and grades.

Each student is tested before the program begins and at its completion. “If they are taught, they will learn,” is O’Driscoll’s mantra. O’Driscoll hopes to influence other economic centers and young people with the unique, UWM-based program.

This story was written by Ashley Rolfe, a communications intern in University Communications and Media Relations.
When Festus Obiakor, professor of education at the University of Wisconsin-Milwaukee, began collecting multicultural proverbs, he found many gems of wisdom were shared around the world.

“I would quote a Nigerian proverb and a Jewish colleague would say, ‘Oh, my mother always said that,’ and a Muslim would say the Muslims had a similar saying.”

Obiakor, whose teaching focuses on multicultural education, has turned his collection of proverbs into a book, “100 Multicultural Proverbs,” that uses the collective wisdom of many cultures to inspire educators and leaders. He includes a short educational lesson with each of the proverbs.

In the book’s introduction, he writes: “My belief is that the complexity of the world’s problems calls for new ways of thinking, discussing, sharing, teaching, and learning. I am convinced we need to go back to those traditional and multicultural ways of using words, sharing ideas, and solving problems to build and sustain communities.”

Or as he puts it: “Growing up in Nigeria I learned from my father and grandfather that proverbs are the oil with which we eat our words.”

Obiakor was inspired to write the book by several experiences. When Hillary Clinton popularized the African proverb, “It takes a village to raise a child,” he became interested in that bit of collective wisdom that was shared by many other cultures. Then, a UWM colleague in the School of Education remarked on Obiakor’s frequent use of proverbs in his teaching and conversation and suggested he ought to write a book.

Proverbs, says Obiakor, demonstrate that the people of the world share a great deal of common wisdom, even though each culture, language and religion may put it in slightly different ways. For the book, Obiakor collected proverbs from UWM and education colleagues from all over the world, reflecting a variety of cultures, languages and religions. He found proverbs in languages from Arabic to Zulu, from countries from Barbados to Zaire, and from a diversity of religious practices.

For example, most Midwestern Americans wouldn’t use the proverb “When two elephants fight, grasses suffer,” but they’d certainly recognize the lesson behind the proverb. The book focuses on four categories of proverbs that are helpful to educators and leaders – self-responsibility, collaboration, spirituality and general life lessons. Each proverb includes a short lesson on how educators and leaders might apply the proverb to modern society. People of diverse backgrounds will recognize the principle behind the proverb, “When a child is tired of working, he resorts to fighting.” The lesson for educators, says Obiakor, is to look at the reasons behind a student’s behavior before deciding how best to handle it.

Proverbs often began as part of oral tradition, says Obiakor, with elders using the collected wisdom to encourage discussion and community collaboration. Even with new technology and global information sharing, the collective wisdom embodied in proverbs remains a useful starting point for discussion of complex modern problems.

“In doing the research for this book, I found that despite different religious and cultural backgrounds, people around the world have many similar ways of thinking and expressing ideas in proverbs,” says Obiakor.

Whatever the origin, the truths are often universal and we need to consider them, he adds.

Or as Obiakor’s grandfather might put it: “Proverbs are understood by the wise, but the fool turns his neck into the bush.”
Sometimes it’s educational to stretch academic boundaries. That’s one reason why Faith Crampton, associate professor in the School of Education’s Department of Administrative Leadership, enjoys being the executive editor of the academic journal, Educational Considerations.

Her academic specialty is educational finance, but reading and editing an eclectic group of papers from all areas of education research keeps her informed of broader issues in education.

“You tend to get pigeonholed sometimes, and this publication helps me learn more about general educational leadership issues and reform efforts. Educational considerations is a pretty broad topic for a journal.”

Crampton originally started as a member of the Editorial Advisory Board of the journal, which is published by the Kansas State University College of Education, in 1994. In 1999, she was invited to join the Board of Editors who oversaw the operations and publication of the journal. Over time, the editors found “publishing by committee” cumbersome and created the position of Executive Editor, which they offered to Crampton.

Being an editor involves working closely with academics from around the world, reviewing and editing submitted articles. “We never seem to have a shortage of manuscripts,” says Crampton. “We’re lined up for the next two years, which is not unusual for a high quality academic journal.” The focus of the journal is educational leadership. In addition to traditional academic researchers, Educational Considerations accepts manuscripts from graduate students, independent scholars and receives a fair share of international manuscripts, says Crampton.

In the years she’s been associated with the journal she’s seen trends in what is submitted. “Today, we’re seeing much more about multicultural issues than we would have 15 years ago,” she says. Accountability issues associated with the federal No Child Left Behind Act and student achievement are also the focus of many submissions. And today, all manuscripts must be submitted electronically rather than as printed documents.

While the publication welcomes a variety of manuscripts, the journal welcomes proposals for issues around a particular theme or topic that might be of interest to readers, Crampton says. For example, UWM colleague Festus Obiakor, professor of exceptional education, served as guest editor for a Fall, 2006 issue with the theme “New Leaders for a New Era: Valuing Exceptional Ethnic Minority Voices,” which included an article by another UWM colleague, Floyd Beachum.

Deadlines and proofreading are the part of an editor’s job that are most challenging, says Crampton. The journal is fortunate to receive financial support from the State of Kansas, allowing the publication to keep the subscription rate low and to maintain a Web site where articles can be accessed electronically.

Working with authors, members of the editorial advisory board and the board of editors has broadened her connections in the field, says Crampton, even though much of the work is done by phone and electronically because of tight travel budgets. “I’ve learned a lot from the manuscripts and met a lot of interesting people.” Because the articles are peer-reviewed, Crampton has additional opportunities to seek out experts. “Finding the appropriate reviewers for articles is challenging and fun to do.”
Those attending Milwaukee’s lakefront ethnic festivals know that they’ll find the music, foods and traditions of other cultures, along with lots of family-friendly fun. They also may be supporting student scholarships, because many of the festivals are produced by nonprofit organizations whose mission includes that goal.

Claudia Ramirez begins her junior year in the School of Education’s Educational Policy and Community Studies Department thanks to a scholarship from the Wisconsin Hispanic Scholarship Foundation, Inc. (WHSF), which produces Mexican Fiesta.

Such scholarship programs are helping the University of Wisconsin–Milwaukee reach its goal of a more diverse student body. Many nonprofit organizations direct scholarships toward students of color, who may then choose UWM.

Ramirez, who received her WHSF scholarship in 2006, served as a volunteer with the festival and enjoyed being part of Mexican Fiesta so much that she is now a paid staff member. As marketing administrator, she is responsible for all aspects of promotion and marketing, including promotion to print and electronic media.

Looking back, Ramirez describes how she spent a year at Marquette University after high school graduation, then took a year off from higher education. That year drove home the lesson that the kind of career she wanted would require a college degree.

“I had to face the fact that the kind of job I qualified for was very limited. And when I thought about my future, I always saw myself in a career that meant going back to school.”

She returned to college studies, this time at UWM. Ramirez credits Edwin Maldonado, her adviser in UWM’s Roberto Hernandez Center, with helping to guide her through any problems she has had on campus. “Without him, there are times I would have really been lost.”

Maldonado finds his work with students inspiring. He describes Ramirez as “someone who is a true role model for other students. She doesn’t have the word ‘can’t’ in her vocabulary.” In the future, he predicts she will be a leader who will have a “major impact on the community.”

Ramirez’ mother was the first in her family to attend a university, graduating from Alverno College in business accounting and management. Ramirez has childhood memories of “pizza nights” when her mom was in class or had to study. “It was tough for us as kids because we had to give up time with our mom, but she would remind us that we had to look at the big picture,” says Ramirez. “Dad played a big role in helping mom get her degree by stepping up to household duties.”

Ramirez acknowledges that her mother has been a role model for all of the kids in the family. “My sister, for example, is in the last year of doctoral studies,” she says. Ramirez credits the scholarship from WHSF with helping her achieve her own educational goals.

“Through Mexican Fiesta, community support and sponsors, and over 1,000 volunteers, WHSF has awarded more than $565,000 in academic scholarships,” says Mexican Fiesta Executive Director Teresa C. Mercado. “These scholarships have allowed aspiring Hispanic students to live their dreams of furthering their education.”

Ramirez is pursuing a double major in Spanish and education. She began her studies in pre-law, then realized the tremendous need among Hispanic children for bilingual teachers who “look like them.” “I found myself more serious about my studies the second time around,” Ramirez says. During the academic year, she is a full-time student at UWM while working 20-30 hours as a paid staff member at Mexican Fiesta. She also assists with other special event fund-raisers that WHSF presents. “All of these events are key to raising funds for scholarships,” Ramirez says.

This story was written by Beth Stafford, a writer/reporter in University Communications and Media Relations.
Welcome to a new academic year! I hope everyone had a great summer and is ready for the fall semester. The UWM Libraries’ Curriculum Library has been busy with a number of projects that are easier to get finished during the long, slow days of summer. Now, we are ready and eagerly awaiting new and familiar patrons. Remember to check the Library’s “What’s New” blog on our Curriculum Library web page for updates, education-related news that may interest you, announcements, and other useful information. The blog was updated regularly again starting in September. You will notice new and redesigned UWM Libraries and Curriculum Library pages soon – let me know what you think.

New items added over the summer include a number of textbook sets – including several in mathematics and new children’s and young adult literature. Remember to contact me with any requests for items that you’d like to see added to our collection. I’m always open to suggestions.

Historical Collection Digitization Project

Last year we began to digitize examples from our Historical Collection holdings and will continue this ongoing project in the fall. Two additional books were digitized during the summer. The Historical Collection contains more than 3,000 volumes of older children’s and young adult literature, early editions of classics, and textbooks from different decades. This collection is great for research and just fun to page through. Take a look at what we have digitized at www.uwm.edu/Libraries/digilib/ccm/.

Changes at the UWM Libraries

If you haven’t heard the big news, the UWM Libraries will be undergoing many changes in the next few years. Among the upcoming new amenities:

A Learning Commons, which will expand seating from 120 to 400 places, with more than 150 desktop computers and laptops for students to check out, is under construction. Other changes that are part of this project include group study areas, flexible study areas and the inclusion of academic partners such as the campus Writing Center and Tutoring Center. The Grind coffee shop will relocate from the east to the new west wing area. Other changes include the relocation of Media to the lower level west wing, and a renovated circulation area.

On the Curriculum Library floor you will notice some new faces as RIS librarians temporarily locate in our faculty carrel areas in January. We’ll also eventually be adding new carpeting in the two east areas, and expanding group space as the UITS computer lab departs. While all this means many changes and challenges for UWM Libraries staff, we all look forward to enhancing the environment and the services we offer our users. View more complete information with proposed floor plans at www.uwm.edu/Libraries/renovation/records/update.html

Stop by and see us this fall!

Andrea Van Groll
Head, Curriculum Library
UWM Libraries
andreavg@uwm.edu

Curriculum Library Offers New Resources for SOE Students and Faculty
Bill Kritek Retires After 33 Years With SOE

William Kritek started in teaching with a simple goal—
to inspire students the way his teachers inspired him.

In pursuing this goal, he developed a lengthy career marked by numerous accomplishments.

Kritek retired this summer, after providing the School of Education with more than 33 years of outstanding service.

As part of the Department of Administrative Leadership team, he taught courses in educational leadership, organizational change, and program planning and evaluation in education.

However, teaching was only one of his many contributions to the School of Education.

From his work with Project RISE in the 1980s, to his more recent involvement in a Wisconsin Department of Public Instruction project, Kritek has inspired not only his students, but the school as a whole.

He served as department chair for four years, as director of the school service center in the School of Education for four years, and as associate dean of the School of Education for seven years. While associate dean, he was also a special assistant to the Chancellor for collaboration between UWM and Milwaukee Public Schools.

“I think my biggest accomplishment at UWM would be my work done as associate dean, especially the original work to create the Center for Teacher Education, to change the way prospective teachers were educated,” Kritek says. Through the efforts of faculty, he adds, this program has evolved into the Cooperative Teacher Education Program for Urban Communities.

Kritek cites his involvement with Project RISE in the 1980s as some of the most rewarding involvement he had in the field. “Project RISE was one of the country’s first programs based on the effective schools research, and was designed to improve the quality of education in 18 of the lowest achieving schools in the district.” The project had substantial success and became the model for the state’s P5 program, which is still in existence.

Kritek inspired and helped not only those in the education field, but also a group in the business field. The GE Fund project, a collaboration between the School of Education and the Lubar School of Business, brought the best practices of business to school principals. Both the principals and the business associates involved in the project gained from the experience, says Kritek.

Most recently, Kritek was involved with a Wisconsin Department of Public Instruction project, funded by the Wallace Foundation, to learn from a group of master principals about the leadership behaviors and attitudes necessary for success in urban schools. The project involved principals from the five largest school districts in Wisconsin: Milwaukee, Madison, Kenosha, Racine, and Green Bay.

Kritek is enthusiastic and optimistic about the School of Education and the Department of Administrative Leadership.

As for his own future, Kritek says he’s looking forward to “slowing down, but not stopping.” He says he plans to travel and visit family and friends now that he is retired.

Kritek received the UWM Faculty Distinguished University Service Award at the Annual Fall Awards Ceremony Oct. 13. (See page 20 for details)

This story was written by Ashley Murrell, School of Education Communications Intern.
John DeRose, an SOE graduate student and teacher at Whitefish Bay High School, recently won the Wisconsin History Teacher of the Year Award from the Gilder Lehrman Institute. DeRose, who is working toward his doctorate in curriculum and instruction, is eligible for the national competition.

DeRose’s innovative teaching was featured in a 2001 UWM Web site story and news release about a World War II oral history project his high school students turned into a book. (See www.uwm.edu/News/PR/01.11/Dec7.html)

The book, “Where Were You? Our Greatest Generation: A Collection of Essays from Whitefish Bay High School Students Interviewing the World War II Generation,” was based on interviews and research the high school students did over a year and a half as part of their study of World War II and the Great Depression. The spiral-bound book included 80 essays, based on interviews with relatives, neighbors and family friends.

“Textbooks and facts are still critical in learning about history, but the interviews and oral histories give students new insights into how events like World War II and the Great Depression affected the lives of ordinary people, including young people their own age,” said DeRose of that project. His own passion for history, especially social history, was inspired by his Italian grandparents’ stories about coming to America as immigrants.

Paola D. Felix Encarnacion, a double major in Spanish and community education, is featured in the new UWM View book. She is posed at Bradford Beach under a “Thinking Beyond the Horizon” headline. Originally from Carolina, Puerto Rico, she was voted Hispanic Youth of the Year by the United Migrant Opportunity Services.
**Martell Selected as CAISE Fellow**

Sandra Martell, assistant professor of educational psychology, was selected as a National Science Foundation Center for Advancement of Informal Science Education (CAISE) fellow. The CAISE Fellows Program strives to broaden participation by, and build capacity of, professionals in informal science education who are from underrepresented groups and underrepresented regions of the United States. The program helps prepare these professionals to write highly competitive NSF (National Science Foundation) proposals. Martell and other fellows will also be supported with travel stipends to attend and participate in CAISE professional development programs.

**Kritek Receives Faculty Distinguished University Service Award**

William J. (Bill) Kritek of the Department of Administrative Leadership received the UWM Faculty Distinguished University Service Award at the Annual Fall Awards Ceremony Oct. 13. His nominators had high praise for his years of service to the university.

Alfonzo Thurman, dean of the School of Education, described Kritek as “the quintessential professor providing teaching, research and service in whatever way helps to expand the richness of the learning experience for all, and service where informed and critical assistance is needed.”

For Thurman, who arrived on campus seven years ago, Kritek’s guidance, advice and introduction to the university’s shared governance system went well beyond “part of the job.” Recently retired (see story on Page 18), Kritek was cited for the sustained and continual nature of his service work on behalf of the university at the department, school, university and community level.

“He is honest, fair, kind, calm and works very hard to maintain the ideal of universities and faculty being in service to others,” is the way Barbara J. Daley, associate professor and chair of the Department of Administrative Leadership described him.

**Azara Santiago-Rivera Chosen as an APA Fellow**

Azara Santiago-Rivera, professor of educational psychology, has been chosen as a fellow of the American Psychological Association. She is now one of five APA fellows in the Department of Educational Psychology, an impressive accomplishment, says Anthony Hains, chair of the department, because only a small percentage of APA members are chosen for fellowships.

According to the APA Web site: “Fellow status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Election to Fellow status requires evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person’s work has had a national impact on the field of psychology beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact must be demonstrated.”

The Fellows are awarded in the APA’s 53 professional divisions. Santiago-Rivera’s fellowship is in Division 45, Society for the Psychological Study of Ethnic Minority Issues.

The other APA fellows in Educational Psychology are: Nadya Fouad: Fellow, Division 17, Society of Counseling Psychology; Stephen Wester: Fellow, Division 17, Society of Counseling Psychology; Marty Sapp: Fellow, Division 30, Society of Psychological Hypnosis; Patricia Arredondo, who is the Associate Vice Chancellor of Academic Affairs, Fellow in both Division 17 and Division 45.

The impressive number of APA fellowships demonstrates the department’s strength in a variety of research areas, and also showcases the diversity of the faculty, according to Hains.

**Nadya Fouad**

Nadya Fouad of the of Department of Educational Psychology was one of three UWM faculty members selected this fall as UWM Distinguished Professors. “This is a great honor for the department and School of Education as well as for Nadya,” says Dean Alfonzo Thurman. “She has been an outstanding scholar, teacher and mentor not only here at UWM but nationally and internationally as well. The recognition as a Distinguished Professor is earned and well deserved.”
Happy Days for Student Tutoring Program

“The Fonz” is providing some happy days for students in a literacy program involving UWM’s School of Education and the Boys and Girls Club of Greater Milwaukee.

As part of the city’s Aug. 19 “Fonzie celebration,” event organizers sold commemorative posters of the popular character from the vintage “Happy Days” television series set in Milwaukee. Proceeds from the poster sales benefit the SPARK (Spheres of Proud Achievement in Reading for Kids) program, a literacy partnership involving UWM’s School of Education and the Boys and Girls Clubs of Greater Milwaukee. Through the SPARK program UWM students tutor elementary students during and after school.

Ruth Short, associate professor of curriculum and instruction, is the SOE liaison to the program. The UWM tutors who commit to a certain level of service during the academic year get a bi-weekly living allowance and an educational award that can be used to pay off loans or for school expenses. (SPARK tutoring opportunities are also available for non-education majors). This year, the program hired 75 UWM students for the SPARK program.

Urban Teacher World...

(continued from page 11)

Not all students who take part in Urban Teacher World will end up becoming teachers, says Rodriguez, but the program gives them ample opportunity to consider the profession. For example, a panel discussion featuring a teacher, administrator, counselor and education student provided students a glimpse of various aspects of the education profession. Students took part in an American Sign Language workshop (UWM’s School of Education has a strong Interpreter Training program).

Students explored other careers in education through a series of workshops. “We wanted them to be aware there are a variety of careers in education – teacher, administrator, museum educator, counselor, college faculty member,” says Logan.

The students had plenty of free time to relax and have fun on campus, enjoying swimming, dance classes and basketball at the Klotsche Center. Students interviewed noted the Klotsche Center was one of their favorite places on campus. “It’s a great experience to stay on the campus, meet the faculty, talk to the deans and expand their horizons,” says Rodriguez.

“We wanted to give them a lot of different opportunities that will encourage them to stay in school and continue their education as young adults,” he adds.

The outing on the schooner Denis Sullivan offered students photo opportunities.
Dean’s Fall Reception

School of Education Dean Alfonzo Thurman welcomed the School of Education faculty, staff and community friends at a reception Sept. 20.

The event, blessed with beautiful weather, gave long-time staff and faculty a chance to visit at the start of the academic year, and allowed faculty and staff members a chance to get to know their new colleagues. School of Education friends and community members got a chance to chat informally about UWM’s initiatives with SOE’s team.

Dean Thurman noted that UWM’s School of Education has developed one of the most diverse faculties of any such college in the country. Having such a strong, diverse faculty, is vital as the School continues in its mission of preparing educators for the Milwaukee Public Schools and other urban school systems.
This is an exciting time for UWM. Those of us who live in the Milwaukee area know that the UW Board of Regents has approved UWM’s plan to add a School of Public Health and a School of Fresh Water Sciences to our university. A donor has already stepped up to provide a structure for the School of Public Health that will be named for Joseph Zilber. In addition, the university is working to build a new School of Engineering on the county medical complex grounds.

What do all these exciting developments have to do with the School of Education? Everything. These important additions and changes to the university represent examples of what our children’s knowledge base will be in the future. A thorough understanding of science and mathematics will become even more necessary in fields that may not even exist right now. A talented and well-educated workforce in these STEM areas—science, technology, engineering and mathematics—is vital to the region’s economic future.

The School of Education’s talented and skilled faculty, in collaboration with the public schools and other local teacher preparation programs, are working to ensure that our teachers are prepared at all levels through the Milwaukee Mathematics Partnership, the new BEST grant for elementary science education; (See page 2), the Center for Mathematics and Science Education and Research (CMSER), MAC Step III and their programs.

The focus is on providing current and future teachers with deep content knowledge in these areas. However, teachers also need the techniques and tools, such as hands-on activities, that get young people interested in these fields and encourage them to seek careers in the STEM areas. Research, such as that done by Nadya Fouad, UWM distinguished professor, provides insights into factors that encourage or discourage certain students from choosing these areas as future careers.

But there are still gaps. One of them is in providing scholarships for students wanting to concentrate in mathematics and science education. Of the 80-plus scholarships the School of Education offers each year, only three are designed specially for students interested in teaching math or science. We need to increase the number and amounts of scholarships for students interested in these critical areas.

A second gap is in teacher salaries. Students with well-developed skills in math and science can generally land positions when they graduate that are far more lucrative than teaching in Milwaukee Public Schools. We have a way to go before people realize how important a well-trained and dedicated teacher is to our children’s intellectual development. Only then will we see salaries increase to meet the demand for outstanding teachers.
Maria Hamlin
Assistant Professor, Curriculum and Instruction
Before joining UWM, Hamlin taught at Mount Mary College as an assistant professor of Mathematics Education. While there, she taught mathematics content and teaching methods courses, as well as science methods courses for teacher candidates.

Her research interests include equity and access issues in mathematics and science education, STEM initiatives, multicultural mathematics and science education. She is particularly interested in the amelioration of the achievement gap in mathematics through teacher education.

Hamlin earned her B.A.S in Teaching Mathematics from the University of Minnesota-Duluth. She worked closely with the American Indian community teaching mathematics and science in both informal and formal settings. She completed her M.S. in Science Education, M.S. in Ecology and Evolutionary Biology, and her Ph.D. in Educational Studies at the University of Michigan.

Mustafa Kemal San
Visiting Professor, Administrative Leadership
Mustafa Kemal San received his B.A. in Sociology and a Ph.D. in Philosophy from Turkish Universities. Originally from Turkey, Mustafa has published 15 books in Turkish and has been involved with multiple international universities, including universities in Hungary, the Czech Republic, Italy, Sweden and Portugal. Here at UWM, Mustafa will be working on projects related to social capital and social roles and will be conducting a comparative study of social capital in the United States and Turkey.

Yi-Juin Liu
Assistant Professor, Exceptional Education
Yi-Juin Liu received her Ph.D. in Early Childhood Special Education from the University of Texas at Austin. After she received her degree, she did a post-doctoral fellowship at Juniper Gardens Children’s Project in Kansas City, Kan. Her interests include identifying and implementing culturally responsive, evidence-based practices and enhancing the educational experiences of young culturally/linguistically diverse children and their families through fostering cultural competency in early childhood service providers and special educators.

Johnmarshall Reeve
Professor, Educational Psychology
Johnmarshall Reeve received a Ph.D. in Experimental Psychology from Texas Christian University in 1986. He then worked at UWM in the Department of Educational Psychology from 1992 to 1998, before going to the University of Iowa. Reeve returned to the Department of Educational Psychology this Fall. His area of research focuses on student motivation and helping teachers find ways to support and facilitate student motivation.

Alex Vagelatos
Director of Marketing
Vagelatos will work closely with the five departments and the Dean’s Office on marketing School of Education academic and support programs. Vagelatos has an extensive background in public relations, marketing, writing and editing. He has served as a public relations account manager with Zizzo Group Advertising and Public Relations in Milwaukee, Director of Public Relations for the Barlow Marketing Group and Marketing and Public Relations Coordinator for WaterFurnace International, both in Fort Wayne, Indiana. He has also served as a newspaper city editor, and feature writer, and editor for several magazines.

Marie Sandy
Assistant Professor, Educational Policy and Community Studies
Marie Sandy teaches and conducts research on grassroots community organizing, sustainable community development and the practical application of philosophical thinking in educational and community settings. Sandy received her doctorate in education from Claremont Graduate University and has been involved with community-based scholarship and community engagement programs through her work with national nonprofit organizations.

Lori Becker
Lecturer, Curriculum and Instruction
Lori Becker teaches courses in the early childhood education program in addition to supervising student teachers. She has a commitment to urban education and creating partnerships between schools, families and the community. Becker previously consulted with the Milwaukee Public Library Books2Go program focusing on promoting early literacy skills in child care centers. Most of her early childhood teaching experience was with the Milwaukee Public Schools. She earned her B.A. in Education from the University of Wisconsin-Milwaukee and her M.A. in Teacher Leadership from Silver Lake College.
Students from SOE’s American Sign Language/Interpreter Training Program “sign” the National Anthem at a Brewer’s game.