New American Indian Studies Institute opens

November 5 Urban Forum looks at how history can be taught better

A Milwaukee native, School of Education Associate Professor Michael Bonds is leading the city’s school board in troubled times.
Professor Azara Santiago-Rivera explores treatment for depression among Latina/os.

Education faculty members are helping high school students make a smoother transition to college mathematics at UWM.

Serving on a local school board can be both challenging and rewarding, SOE faculty members find.

Dario Torre is a doctor twice over.
Thinking globally, acting locally

Through our teaching, research and partnership initiatives, the School of Education continues its push to serve our global community with a very focused eye on our local community. In our teaching we strive to prepare outstanding leaders – whether they are in school classrooms, administering buildings or entire districts, establishing educational policy, or are engaged in oversight for the continuing health of community organizations, child care staff and facilities or providing psychological services.

In our research we continue to be one of the leaders in developing teacher and human development professionals of high quality. We have expended more than $6 million this past fiscal year supporting mathematics preparation for students and teachers, development of better literacy skills in pre-school and school children as well as adults in our community, and supporting those with physical and mental health concerns.

As with most organizations in the nation, we are challenged by the difficult economic times. Nonetheless, these difficult times are full of opportunity of which the School is taking advantage. The School’s academic programs are characterized by the blending of research and faculty and student experiences with hands-on service learning experiences that will continue to benefit our students and the community in the years to come.

In this issue we highlight some of that work. Among the articles are features on Michael Bonds and Gary Williams, two faculty members who help set educational policy for the Milwaukee and Brown Deer public schools, respectively; Azara Santiago-Rivera’s research on strengthening Latina/o mental health; and the return of David Beaulieu – an endowed professor who is working to build the capacity in and understanding of American Indian education. Also highlighted are stories on summer precollege experiences and several stories on our outstanding faculty and students.

Alfonzo Thurman
Dean
HELP WANTED: Minimal pay. Unrelenting public, media and political pressure and criticism. Long, irregular hours in addition to your full-time job. Occasional rewards in improved education for children.

That’s not how the seats on local boards of education appear on the ballot, but it can be the reality, say two University of Wisconsin–Milwaukee School of Education faculty members who serve on major local school boards.

In spite of the daunting workload and intense scrutiny, the rewards in setting policies for education are worth the challenges, according to Michael Bonds and Gary Williams.

Bonds, associate professor of educational policy and community studies, was elected to the Milwaukee Public Schools Board of Directors in 2007, and this year became president of the board. Williams, director of the SOE’s Institute for Intercultural Research and clinical assistant professor of educational policy and community studies, serves on the Brown Deer School Board. (Peter Blewett, UWM senior lecturer in English, also serves on the MPS board.)

Bonds’ decision to run for the school board grew directly out of his teaching at UWM. “I saw students coming to UWM unprepared. They were spending money on remedial courses and not earning credit.”

As a Brown Deer resident and parent of two high school students who grew up in the Brown Deer system, Williams was also concerned that the needs of students were not always the prime focus of decisions and policies. “I liked the idea of being in a position to make a difference where kids are concerned.” While teacher quality and effectiveness were critical in what happened in the classroom, he realized, he says, that the School Board was ultimately responsible for what was happening in the schools so that was where he needed to be.

The challenges Bonds and Williams face as School Board members are somewhat different in intensity. As president of the budget-pressed Milwaukee School Board, Bonds is on what one reporter described as “the hot seat,” facing intense public and media scrutiny.

While the pressure from the public isn’t quite so widespread in his suburban district, says Williams, budget issues, teacher salary negotiations, the need for new buildings and technology and meeting the needs of an increasingly diverse student body are all part of sometimes contentious discussions.

Bonds, who attended MPS himself and coached MPS students in sports as a volunteer, is dedicated to improving the state’s largest school system. However, he finds the incremental pace of change frustrating. “I wish we could move more quickly.”

Williams agrees the slow, deliberate pace of government action, which makes academia look positively lightening fast, he says, is also one of his challenges. “Community members are interested in the schools, and have a lot to say. Sometimes, things may not move as quickly as I’d like.”

“If only they’d give me everything I want, I could resign,” says Bonds with wry humor.

Both Bonds and Williams however, say they see the need for listening to multiple points of view before moving forward.

Like Bonds, Williams says he puts students first in thinking about decisions. “You have to stay focused on what’s in the best interest of children,” says Williams. “When you see things
that don’t seem to work for the students, those are the things you want to change.”

Both recognize the pace of change is related to the complexity of issues school boards today deal with. That’s particularly true of MPS, says Bonds. “We’re facing a diversity of challenges. These problems didn’t accumulate overnight and people can’t expect quick solutions. At the same time, we need to move forward on those solutions.”

Balancing responsibilities can be challenging.

“You really have to manage your time,” says Bonds. Otherwise, he says, you lose time for exercise, relaxation and family. “The biggest sacrifice is personal time.”

Bonds doesn’t spend a great deal of time on the social-political aspects of being a board member. “An attention-grabbing politician, a smooth talker who loves crowds – none of that describes Bonds,” wrote Alan Borsuk, former education reporter for the Journal Sentinel, in a profile of Bonds. “You won’t see me at a lot of social functions,” Bonds agrees.

Of course, there are rewards.

“When someone introduces me by saying, ‘This is Mr. Bonds who got drivers’ ed back in the schools’, that gives me a good feeling.” His efforts to restore 9th grade sports, extracurricular activities and art and music have also been appreciated, says Bonds. “Sometimes you can see a real impact immediately on people’s lives and that’s rewarding.”

On the academic side, he’s a champion of improving teaching and learning in the STEM (Science, Technology, Engineering and Mathematics) areas, helping expand the Project Lead the Way program to increase exposure to sciences, and increasing the science and mathematics credits required for MPS graduation.

Being both academics and public figures active in education can be beneficial, according to the two school board members.

“I think the academic background in research and theory gives me a different perspective on problems that come before us,” says Williams. His work with the Institute also provides insight into issues his diverse suburban school district faces, he adds.

Even though he has a bachelor’s degree, two master’s degrees and a doctorate (all from UWM), Bonds says his work with the school board is a learning experience that impacts his teaching at UWM. He’s gotten new insights into what is happening in classrooms and access to databases of valuable information.

“IT has helped me out so much. I’ve learned more about education in the past two-and-a-half years than in all my previous years.”

Bonds’ school board experiences provide depth to his college teaching, he adds. “It’s a bridge between what it taught in the textbooks and what is actually happening in classrooms, between theoretical knowledge and reality. There’s a big gap.”

“I often use real-life examples from my experiences on the school board in my classes,” says Williams. His experiences in Brown Deer also allow him to point out differences – and similarities – between his suburban system and the urban systems that SOE focuses on.

What keeps both Bonds and Williams going through stressful late night board and committee meetings is their dedication to the teens and children served by their systems. Bonds, in particular, notes that he and his two sons, now UWM students, have enjoyed many opportunities because of their education.

“I want other kids to have the opportunity my kids have had.”

Gary Williams’ work on the Brown Deer School board involves committee meetings as well as meetings of the full board. He’s pictured here at a committee on instruction meeting.

“...the slow, deliberate pace of government action...makes academia look positively lightening fast...
UWM collaboration wins federal grant to study depression in Latina/os

A fter only 12 weeks of testing a therapeutic approach to treating depression among her mostly Latino clients at the Sixteenth Street Community Health Center (SSCHC), bilingual therapist Gabriela Dieguez noticed something encouraging.

“They seemed interested in coming back, which is the biggest obstacle in treating depression,” says Dieguez. At the near-South Side center, the average duration of treatment for mental health patients is one or two sessions.

Counselors at the clinic worked with University of Wisconsin–Milwaukee (UWM) faculty members Jonathan Kanter and SOE’s Azara Santiago-Rivera on a small pilot study to explore the effectiveness of empirically supported psychotherapy for depression in Latinos. The study was funded by UWM’s Research Growth Initiative.

Now, Kanter and Santiago-Rivera are teaming up with their clinical partners again on a three-year, $580,000 grant from the National Institute of Mental Health (NIMH) to study this approach.

Empirically supported psychotherapies for depression work quite well, says Kanter, assistant professor of psychology. Some have proven as successful as anti-depressant medications – even in severe depression – but among a mostly majority population. They haven’t been studied as much among individual ethnic groups.

Kanter and Santiago-Rivera want to know if this kind of treatment would yield the same success rate in the Latino community if it were adapted to the culture.

“We hypothesize that Latinos drop out of treatment prematurely because the approaches are not meaningful to them,” says Santiago-Rivera, professor of educational psychology in the School of Education’s Counseling Psychology program area. “That’s why, with this practical, step-by-step therapy, patients can see results and they are motivated to return.”

Environmental stress is particularly widespread among new immigrants, says Paul West, director of Behavioral Health at the center and a licensed psychologist. The staff of 14 mental health service providers and five psychiatrists at SSCHC sees 1,400 clients a month, most of whom are low-income, speak only Spanish and are having trouble with the transition to a new culture.

Other minority groups wrestle with environmental stress, too, adds Kanter, who is working on a similar project with African-American practitioners. “Hardships that ethnic minorities face are risk factors for depression – poverty, discrimination, exposure to violence and, for Latinos, acculturation and the language barrier,” he says.

Kanter and Santiago-Rivera have been working directly with therapists at SSCHC to adapt the treatment.

The researchers believe their treatment approach can easily incorporate cultural values that are important to Latinos. For example, it is common for recent immigrant patients to be struggling with their adjustment to a new and very different cultural environment. Sometimes this stress creates conflict within the family.

“Visiting and interacting with family is culturally very important to Latinos,” says Dieguez. “But when they are depressed, they don’t want to be around people. It is one of the things we address.”

The study of culturally adapted techniques for treating depression has progressed slowly, says West. “The fact that this study is being conducted in a real-world clinical setting may have helped us get the NIMH funding,” he says. The SSCHC is the only community-based agency in Milwaukee County with a bilingual mental health clinic.

Also working in their favor for the NIMH grant, say Kanter and Santiago-Rivera, is the involvement of several national experts serving as consultants to the project, including Guillermo Bernal, an international authority in cross-cultural counseling and adapted interpersonal therapies for Puerto Ricans.

The trial will involve 50 patients for 20 weeks and includes a six-month follow-up. And, if the study shows effective results, the team plans to work on how to best train the therapists in this approach for more widespread use.

The data will not only fill a gap in the research; it will address a critical local need.

West is eager to evaluate the therapy at SSCHC, giving his staff the chance to be trained in a different intervention and continuing a fruitful exchange with both UWM faculty and graduate students.

“The cool thing about this project is we are working 100 percent with the community to produce something that this clinic can use,” says Kanter. “We want it to be solid, scientific data, but also immediately helpful to the Latino community of Milwaukee.”

Contact Dr. Santiago-Rivera at azara@uwm.edu.

FROM LEFT: UWM Assistant Professor Jonathan Kanter, SSCHC therapist Gabriela Dieguez, SSCHC Director of Behavioral Health Paul West, and Professor Azara Santiago-Rivera are adapting a promising form of depression therapy for use in the Latino community. Dieguez and West both earned their master’s degrees at UWM.
Reducing the variables in
MATH EDUCATION

UWM faculty members will start a project this year to help better prepare local students for the study of mathematics at the university level.

The project received a $127,000 grant for 2009-2010 from the UW-System's Supporting the Growth Agenda Action Step Grant Program. The grant title may be long, “Integrating Quality Management in the Teacher Professional Development Plans: Enhancing College Preparation in Mathematics,” but the intention is simple: To engage newly certified Milwaukee Public School (MPS) high school mathematics teachers in a systematic way to help increase students’ ability to be successful at a college level.

Mesut Akdere, assistant professor in Administrative Leadership, and Barbara Bales, assistant professor in Curriculum and Instruction, are spearheading the effort. Elise Frattura, associate dean for Education Outreach, and Gail Schneider, associate dean for Academic Affairs, will provide project support. Henry Kepner, professor in Curriculum and Instruction and also president of the National Council of Teachers of Mathematics, will help synchronize the project’s efforts with other UWM mathematics education initiatives.

“There’s a push across the United States to align curriculum between high school and post-secondary schools programs,” Bales said. “We have a number of students coming to UWM who don’t make it into credit-bearing math courses, even though their high school grades may reflect that they got an A or a B.”

These students often must first take a non-credit-bearing math course instead. It doesn’t count toward graduation, but students still pay for it. The result can be an expensive and frustrating experience. Professors teaching entry-level mathematics courses often find themselves addressing the gaps in their students’ knowledge, which diverts the faculty member’s efforts from core curricula goals and targets.

“We have a lot of first-generation students who come to state schools thinking they’re ready, and they’re excited to start school. And then they end up having to pay for this non-credit-bearing course,” Bales said.

The challenge can be particularly great for Milwaukee Public Schools students. Currently, 28 percent of 10th grade MPS students are proficient or advanced in mathematics, compared to 69 percent statewide. As a result, many graduating seniors are inadequately prepared for post-secondary entry mathematics courses. Wisconsin’s Information Network for Successful Schools data also suggest that MPS has the largest number of new mathematics teachers with emergency, provisional or temporary certification of licensing; a heavy concentration of these initial educators work in southeast Wisconsin.

The project’s goal is to develop a cadre of pioneer mentor and teacher leaders within MPS who will work with recently certified mathematics teachers to keep school district curricula aligned with the expected learning requirements of UWM’s first-year, credit-bearing mathematics courses.

Under the grant, newly certified teachers will use quality management practices to develop and complete Professional Development Plans (PDPs) that focus on the curricula and assessment alignment between high school mathematics courses and UWM’s credit-bearing courses. Using UW System data, the project will identify these alignment gaps between high school math courses and UWM’s credit-bearing, entry-level courses and invite teachers to participate in three Learning Institutes (LIs), where they will receive graduate-level coursework.

“The projects will help newly certified math teachers learn how to use Quality Management tools and methods to develop and complete PDPs that focus on curriculum articulation, effective teaching and aligned assessments,” Akdere said. “Quality is of great importance even to the federal government, which organizes the Malcolm Baldrige National Quality Award in Education.”

The first LI will address the design and construction of PDP goals, objectives, activities, timelines and collaboration around mathematics curriculum articulation. (Newly licensed Wisconsin teachers have up to five years to develop an approved PDP. The School of Education already offers extensive PDP support programs for teachers.)

During the second LI, teachers will revise and align their individual school mathematics curricula with UWM entry level courses, with faculty and project team support.

The third LI will help teachers develop leadership and mentoring skills and then design and implement a mentorship program to recruit a new group of mathematics teachers from their respective schools. The goal is to institutionalize efforts within schools to ensure that curricula alignments continue even as new teachers and textbooks arrive at the schools.

A number of MPS building principals have signed on to the program with letters of support. Kepner plans to work with DeAnn Huinker, director of the Center for Mathematics and Science Research, to assist in reaching out to mathematics teachers across the school district.

Contact Drs. Akdere and Bales at akdere@uwm.edu and bbales@uwm.edu
The University of Wisconsin–Milwaukee is establishing an institute for American Indian Education, named for Electa Quinney, a Stockbridge Mohican woman and pioneering Wisconsin educator.

David Beaulieu, professor of educational policy and community studies in UWM’s School of Education, will head the new institute as the Electa Quinney professor.

The new institute grew out of an endowed professorship in American Indian education established in 1999 through a gift to the university from The Indian Community School. Beaulieu served as the first Electa Quinney professor, but left for Arizona State University in 2004. The position went unfilled for several years, but the university and the Indian Community School have worked to revive their partnership and develop it in a new, broader direction.

“I see the Electa Quinney Institute as a catalyst for American Indian education and policy initiatives,” says Beaulieu. The university’s vision is to develop new programs, services and research and learning opportunities in partnership with The Indian Community School of Milwaukee, Wisconsin American Indian tribes and communities. Such partnerships could include a variety of academic disciplines at the University and involve both American Indian and non-Indian students and faculty, says Beaulieu.

The opportunity to establish the institute drew Beaulieu back to UWM from Arizona State University, where he had been professor of education policy studies and director of the Center for Indian Education, and was recently appointed emeritus professor. An enrolled member of the Minnesota Chippewa Tribe, White Earth Reservation, he is a nationally known expert in American Indian education policy. In addition to a long career in government and education, he has served on the board of directors and as president of the National Indian Education Association. At ASU, he was editor of the long-established Journal of American Indian Education. From 1997 to 2001, he was the director of the U.S. Department of Education’s Office of Indian Education from 1997 to 2001 where he worked to implement President Clinton’s Executive Order on American Indian Alaska Native education.

While the work of recruiting and training American Indian educators and educating other teachers in American Indian history and culture is vital, says Beaulieu, “we saw the need to go beyond just what goes on in schools.” For example, he notes, “healthy children are better able to learn so you have to look at health and nutrition and improve those areas.”

The institute would have direct oversight of American Indian education-related initiatives, but would also bring together the perspectives of faculty and students from a variety of disciplines and existing programs to focus on education and policy issues in partnership with the American Indian communities and tribes, says Beaulieu.

Research, service and learning opportunities would focus both on American Indians and on non-Indians interested in working with tribal communities, according to Beaulieu. “Too often American Indians are seen as the subjects of research and teaching,” says Beaulieu, “but increasingly American Indian tribes and communities have sought to be consumers defining these needs directly – including the need for educated professionals who can work within their communities.”

Research on water quality on tribal lands is one good example of a potential partnership, he notes. Public health is another area where research and projects specific to American Indian populations could be developed because American Indians in both urban and rural communi-
ties have statistically higher rates of diabetes, substance abuse and other poverty-related health challenges.

In addition, American Indian university students at UWM and elsewhere are increasingly interested in research and learning experiences in their tribes and communities, he adds. “They want to do service and development within their own communities.” Research and service programs at the undergraduate level could be a catalyst, encouraging more students to go into graduate programs, he adds.

The university and the Indian Community School, who will jointly provide funding for the institute, have conducted focus groups among Wisconsin tribes and communities as well as with faculty, staff and students of the university in laying the groundwork for the new institute. The institute will include at least one more faculty member initially.

“We realized the scope of what we wanted to do would require more than one person,” says Beaulieu. In addition, the institute will seek grants in partnership with the American Indian community to develop other research and learning programs, according to Beaulieu.

To Beaulieu, that fits the model of how universities like UWM can partner with groups within their local communities. “We’re having dialogs with community leaders and others about what their needs are that the university can respond to, and how we can help provide solutions that work in real communities.”

The broad approach of the institute is also very much in the spirit of Electa Quinney, the educator for whom it is named. Quinney established the first school in Wisconsin, says Beaulieu, which served both American Indian and white students.

“She saw education as a way of preparing young people to meet the challenges their communities faced. Today the challenges are different, but we still need educated people who not only have the professional skills, but also the knowledge of the unique community contexts in which solutions must be developed.”

Contact Dr. Beaulieu at beaulieu@uwm.edu.

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**Electa Quinney**

PIONEERING WISCONSIN EDUCATOR

Electa Quinney is recognized as Wisconsin’s first “public school” teacher. She taught American Indian and white children at a tuition-free school. The one-room log school, which was open to all, opened in 1828 at a Presbyterian mission in Kaukauna. A Stockbridge Mohican, she first taught school in New York. She later moved with other tribe members to a new settlement on the Fox River in Wisconsin, near what is now Kaukauna. Electa Quinney Elementary School in Kaukauna is named for her.

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**40th Annual National Indian Education Association convention set for Milwaukee in October**

The 40th annual national convention of the National Indian Education Association will be held in Milwaukee Oct. 22-25 at the Midwest Airlines Convention Center. More than 3,000 participants are expected. The association represents American Indian, Alaskan Native and Native Hawaiian educators and students.

The theme of the conference is: “Shaping Our Future Wisdom Keepers,” acknowledging both elders and youth and the role each person plays in assuring values and indigenous ways are carried on through future generations.

Keynote speakers and workshops will look at various aspects of American Indian education. The local planning committee for the event has included a number of cultural events focused on the native peoples east of the Mississippi in the Great Lakes region. Wisconsin is home to eleven federally recognized tribes and one state recognized nation; and Milwaukee is home to approximately 10,000 of the state’s American Indians. In addition, crafts from the Great Lakes regions will be on display, lacrosse and the moccasin games will be demonstrated.

Educators will discuss a wide range of education issues and model approaches for the education of Native Americans.

A number of University of Wisconsin-Milwaukee faculty and staff are involved in the event, and the School of Continuing Education is offering credit for participation.

This year Diane Amour, UWM’s director of American Indian Student Services, will receive the Community Service Award. David Beaulieu, UWM’s Electa Quinney Professor, is a candidate for the board of NIEA.
A medical doctor earns his education doctorate to improve medical teaching

Dario Torre’s colleagues sometimes teasingly address him as “Dr. Doctor” because he is now a doctor twice over.

Torre, who earned his Ph.D. in adult and continuing education from the University of Wisconsin–Milwaukee School of Education’s urban education program this spring, is also a medical doctor and director of the student teaching programs for the Department of Medicine at the Medical College of Wisconsin (MCW).

“I have a passion for both medicine and teaching,” he says, explaining why he decided to devote five years to additional education. Torre now oversees the education of second-, third-, and fourth-year medical students.

“To me, it was important to understand more about how students learn and, in particular, how adults learn,” says Torre, of his decision to seek the doctorate in education. His particular interest, of course, is in how medical students learn so he could develop learning experiences that produced good physicians.

After researching the topic of adult learning and talking to Larry Martin, chair of SOE’s doctoral program, he decided UWM’s doctoral program provided the right blend of relevant coursework and flexibility. Barbara Daley, professor of administrative leadership and chair of the Administrative Leadership Department and Torre’s academic advisor, is a registered nurse and was tuned into his need for a program tailored to his medical education focus.

“A lot of physicians don’t know a lot about education,” says Torre, and that’s unfortunate because educating the next generations of doctors well is vital. “If you are a good clinician, you are not necessarily a good educator,” says Torre. “Understanding how people learn to be an effective physician is now more important than ever.”

Torre has become such a supporter of better teaching techniques for medical educators that he’s done presentations on his own and with Daley at national and international conferences. They’ve also collaborated on articles for journals of medical education on learning theory and practice as applied to the field of medical education. Says Torre: “I am trying to foster and mentor other (doctors) to do scholarly presentations and manuscripts (on medical education).”

As a result of his work at UWM, he’s been able to revamp how medical students were taught and assessed in the areas he oversaw at MCW. For example, he helped transition some classes from didactic lectures to case-based discussions and clinical reasoning exercises. “A lot of medical education has been very prescriptive – here is what you need to learn and how you have to learn it because I did it that way when I was in medical school.”

Medical education courses need to be based on known educational principles and geared to how adult students learn, notes Torre, adding that medical educators are beginning to make the shift from that “teacher-centered model” to a “learner-centered model.”

Torre’s dissertation focused on the clinical reasoning of medical students, using a technique called concept mapping. “I had the students think out loud, to see how they connected the different concepts. It’s very valuable to see how they think and make connections to and formulate four or five diagnoses when they look at a particular problem.”

Through such studies of how students are making such connections, a medical educator can figure out where programs need to fill in gaps in knowledge. Being a doctor, says Torre, “is not just about recall, it’s about integrating knowledge and making sure it’s retained.”

If students can integrate the knowledge they’ve learned in class with what they’re observing and finding out from a patient, “most of the time they will arrive at a plausible diagnosis -- which is obviously what we want them to do.”

Although he was the only medical doctor in his UWM classes, he found the classroom work and research he was doing dovetailed with his role at the medical college. “Dr. Martin and many of the other faculty were very open to collaboration and in helping me develop projects and research that were relevant to what I was doing. I think that’s one of the strengths of UWM’s program.”
Nicholas Daniel Hartlep:
A ‘view from the center’ in a multicultural world.

When Nicholas Hartlep talks to students or writes research papers about multicultural education, he has his own insights to share.

South Korean by birth, Hartlep, a University of Wisconsin–Milwaukee School of Education doctoral student, was adopted as a baby by a Wisconsin couple. Last year, he served as the first non African American president of the Black Graduate Student Alliance, an organization that works with graduate students of color.

At the same time, he also taught in a multicultural first-grade classroom at Hartford University School near the campus.

“I have a perfect view from the center,” says Hartlep, whose doctoral specialty is social foundations of education.

His interest in multicultural issues in education goes back to his childhood. When he was a toddler, he says, “It first occurred to me that I looked different than my mom and dad.” They carefully explained the adoption process to him, which allowed him to understand his own identity better. However, as he grew older, classmates sometimes directed derogatory slang terms for Asians at him.

“I saw how hurtful and harmful that can be to children,” he says. His mother, a retired social studies teacher who’s now a children’s librarian, helped inspire him to look to education as a career path.

“I want to help the world be a better place,” says Hartlep. “Higher education appealed to me because it involves both writing and research.” However, he also felt the calling to be a classroom teacher.

“Too many men don’t see it as a viable occupation, but I wanted to be a teacher in what was a very pink collar, matriarchal profession.” Asian male elementary teachers, he notes with a smile, “were so few and far between it was crazy. Many of my teachers assumed I was Chinese or Japanese.”

Like many others, Hartlep sees value in diversifying the teaching profession to reflect the multiple ethnic and racial backgrounds of students. “In urban schools, you find Somalian, African-American, Mexican, Russian and Croatian children and others from many different countries, speaking many different languages.”

Hartlep had been teaching full-time at Hartford and going to graduate school part-time, but this summer he received an Academic Opportunity Program fellowship which required him to carry and complete a full load of credits.

Even while still a part-time graduate student, Hartlep had compiled a substantial list of research publications and honors. He is the graduate student junior representative for AERA (American Education Research Association) Division K. He has published a number of articles in education journals, most recently a paper on “Mixed Methods of Research-An Annotated Bibliography,” which was accepted and published in the September edition of the AEE (Academic Exchange Extra), a peer-reviewed online journal. His paper on “How Do Homework Guides Help Students Acquire Procedural Knowledge?” was published in the February/March 2009 issue. In October, he will do a poster presentation at the peer-reviewed Northeastern Educational Research Association (NERA) 40th Annual Conference on “The Homework Debate: How Much Homework is Helpful for Students to Acquire Mathematical Procedural Knowledge?”

In spring 2009, he presented a poster at the American Canadian Conference for Academic Disciplines, a peer-reviewed conference at Ryerson University in Toronto.

In the past two years, he has also published a number of reports in Education Resources Information Center (ERIC).

Currently, he is working with his “very supportive” doctoral major advisor, Thandeka Chapman, associate professor, on two research projects. In his spare time he and his wife are raising a two-year-old daughter, and he’s a dedicated runner. He’s run ultramarathons, and is planning to run in a 50-mile race in Door County in October.

Although he’s not currently teaching in a classroom, Hartlep’s goal is to eventually find a way of combining classroom teaching and research at a top urban university. “I know of some professors in Chicago who split time between the university (University of Illinois at Chicago) and a high school in Chicago Public Schools,” he says.

His former elementary students and his own daughter keep him focused on his long-term goal of helping children prepare to live comfortably in a diverse society. Unfortunately, he says, adult self-interest sometimes outweighs the interests of children in the schools. He sees research as a one way of changing those policies.

“I want to be known as someone who did research and emancipated people who were oppressed and underserved.” The election of a new president with a more diverse view of the world gives him hope, Hartlep says, that education can begin to do a better job of empowering children of many backgrounds.

“We live in a multicultural global economy and the world market is instrumental to our success. If we want our children to have the cultural competencies to succeed, we need to prepare them with both a rigorous curriculum as well as the soft skills they need.”
Elizabeth Gengembre has fit a lot into 28 years.
Professional glass artist. Marathon runner and bicyclist. Nanny. Concert venue security guard. Fitness and figure competitor (different from body building, which demands more muscle size and bulk). Children’s hospital volunteer.

This fall, she bulked up her resume: Teacher.

The Kenosha, WI, native recently completed her post-baccalaureate study in the University of Wisconsin-Milwaukee School of Education, earning a certificate in Middle Childhood Through Early Adolescence, and began teaching in a first-grade classroom at Hampton Elementary School in Milwaukee.

Even in her soft-spoken manner, Gengembre’s reaction to her first assignment was typical. The words “positive,” “very excited,” “a blast” and “awesome” peppered her comments.

Two other words, “role model,” played an important part in her decision to return to school after receiving her BFA in glass blowing from UW-River Falls in 2003 and later running her own glass jewelry studio in Colorado.

“I wanted to be able to be a positive role model because I think that’s so important for students. When I got into fieldwork with students, I saw the effects of being a role model – their eyes lighting up as they told you about a positive choice they made. From the little moments to the big moments, it was totally inspiring and it makes you want to come back for more.”

Although her mother, Karen Kruse, is a middle school science teacher in Racine, WI, Gengembre did not grow up wanting to be a teacher. Her father, Tim Gengembre, worked at Marquette University, and through that connection Elizabeth Gengembre attended Regis University, a small Jesuit school in Denver, for two years.

Her interest there was sparkled by a glass art instructor. She returned to Wisconsin for her BFA, then went back to the Denver area for three years to study glass blowing and open her own business.

“It’s very difficult to be an artist. There’s a reason they call them ‘starving artists,’ ” Gengembre said. To supplement her income, she worked as a nanny and security guard. To satisfy an urge toward community service, she volunteered in a children’s hospital, and she had a revelation.

“I’m 25 years old and I’m questioning where I want to be in five years. Is there a way I can work with children and pursue my other passions? My mother was a teacher and as I looked at all these things, I decided I wanted to become a teacher.”

Gengembre considered some “quick certification” programs, in which she could have gone into the classroom while attending classes in the evenings. She rejected that, however, because she was determined to be better prepared for herself and for her students.

She met with Curriculum & Instruction faculty members Hope Longwell-Grice and Melanie Agnew to discuss UWM. Department advisor Rachel Cocos became “my gem, my guiding light.”

“I was impressed with UWM, with the people and with what I learned from my online research about the school,” she said.

“Class work was tough, but it was her field experience and student teaching that convinced Gengembre she had made the right choice.

“It was the time with the kids that made me want to go back every day and to go to class,” she said.

Now just nine hours from obtaining a master’s degree in education, Gengembre remains enthusiastic about UWM.

“I highly recommend it over those quick certification programs. I feel totally prepared to start teaching, confident and excited. It will be challenging, but I know where to go, where my research resources are, and I attribute a lot of that to what I learned at UWM.”

And there’s that role model business. Along with her passions for “healthy living and eating and taking care of myself,” Gengembre said she is likely to talk with students about the discipline necessary to be a fitness and figure competitor, in which the emphasis is on femininity, symmetry and balance.

In April, Gengembre competed in her first International Natural Bodybuilding and Fitness Federation (INBF) show in Sheboygan, WI. She came in second among four competitors. The small scale was fine with her. She plans another competition next summer.

“I want to be that healthy role model for them. It’s important for kids to know that women are strong, too. In student teaching, my third graders had the stereotype that men are strong, but women aren’t. After all these years, that stereotype still exists.”
Mark Schmidt has found an effective way to help his students get much-needed materials for his 65th Street School first-grade classroom in Milwaukee.

He simply asks for what he needs.

Schmidt is able to supplement his meager classroom-supply budget by connecting with public school supporters all over the country through an online organization called DonorsChoose.org. The organization – an example of what some call "online citizen philanthropy" – matches public school classroom teachers with donors who want to help improve education.

“When new things arrive for the classroom, I tell the students that some kind people on the Internet are helping us, and use that as a lesson,” says Schmidt, an MPS teacher for the past eight years. He earned his bachelor’s and master’s degree from the School of Education.

Like many teachers in the budget-strapped Milwaukee schools, Schmidt and his co-teacher regularly paid for needed classroom supplies out of their own pockets. However, they didn’t have the resources to buy everything their students needed. The early reader dictionaries in their classroom, for example, dated from 1965 and were tattered and torn, but there was no money to replace them.

Schmidt’s wife heard about DonorsChoose.org through friends. Schmidt soon learned that the program, founded by a teacher in the Bronx, wasn’t yet available in Wisconsin.

The site went live in Wisconsin in 2007. Schmidt quickly wrote a proposal for 23 books his students could use to work on their reading skills at home with parents. “It was funded three days later,” he says, by two donors who contributed the $142 needed to buy and ship the books.

Since then, Schmidt has written 10 proposals. Donations have brought in chapter books, math literacy books, holiday books and a basketful of crayons and construction paper. Oh, and he’s gotten 33 new copies of “The American Heritage First Dictionary.”

Most of Schmidt’s proposals have been for modest amounts, often less than $200, though a few have been in the $500-$700 range.

One of his requests – for more than $600 of audiovisual equipment – was not only funded, but got national attention. National Public Radio interviewed Omar Gallega of Texas, one of nine donors nationwide who contributed to Schmidt’s proposal. When NPR asked Gallega if giving online was impersonal, he said the opposite was true and mentioned the thank-you note he received from Schmidt. “It made me feel more connected to that charity, and it made me feel like I had helped some people,” Gallega told NPR.

Now that he’s learned the format, Schmidt says writing grant proposals doesn’t take much time – usually about half an hour.

“You have to explain why you need the materials and how you’ll use them to engage the students in education.”

Even though it may mean more competition for donations, Schmidt has shared his fund-raising secret with colleagues at his school and statewide through the Wisconsin Education Association Council newsletter. He also shares the word with friends and family members – his brothers have donated as has a former student teacher who worked in his classroom.

Says Schmidt: “More public school teachers need to know about this. It’s just an amazing resource, and it really connects people with what’s happening in the public schools.”

The program is only open to public school classroom teachers.

An online form guides teachers through the proposal-writing process. DonorsChoose reviews the proposals before they are posted. When one or more donors have contributed enough to fund a proposal, the teacher works with DonorsChoose staff to order materials from an approved vendor. All supplies and materials are shipped to the school.

Donations cover shipping as well as a small administrative fee to DonorsChoose.

A point system is used to track proposals. Teachers receive points to start with, which are then used in submitting proposals. Funded proposals earn more points if the teacher follows through promptly with responses and required thank-yous to the donors.

When materials are shipped, teachers receive a thank-you kit, which can be used to help students write notes, take photos of themselves using the materials or draw pictures. These messages are then forwarded to donors.

Schools are identified by state on the DonorsChoose site and teachers by an initial. Children are neither identified by school, nor are they named in thank-you notes.

Donors can choose to contribute to a project that interests them. One donor may fund an entire project, or several individual donations may be directed toward one project. Donors can organize into groups to pool donations to fund a specific project.
Starting fall semester, University of Wisconsin–Milwaukee students will enjoy an uncommon learning experience at the library.

The extensive renovation of the Golda Meir Library’s first floor west wing into the Daniel M. Soref Learning Commons features expanded flexible learning spaces, enhanced technology, areas for group study and an expanded and upgraded café.

“We wanted to remake traditional research and study spaces into a flexible, adaptable, connected environment, serving the changing needs of our students, faculty and staff,” says Ewa Barczyk, director of the UWM Libraries.

The new area opened Aug. 24.

The project, made possible through a $1.75 million donation from the Daniel M. Soref Charitable Trust, is the first major renovation of the library in 20 years. The number of students on campus has nearly doubled since the library was built in 1967, from 15,500 to more than 29,000.

“The UWM Libraries are critical to the success of our initiatives for economic growth, and this donation will help us enhance library facilities for both faculty and students,” Chancellor Carlos Santiago said when the donation was announced in the spring of 2008.

“Universities like UWM are increasingly emphasizing collaborative learning and class projects, and, of course, access to enhanced technology is vital for students,” says Barczyk.

Both student surveys and focus groups at UWM show that more instructors are assigning work in groups, she adds, and an increasing number of students want to gather with classmates to discuss materials and prepare for exams.

The project represents a successful private-public partnership, says Barczyk, with significant state funding combining with private gifts to cover the $4.9 million overall project cost.

“I’m grateful for the support received for the renovation from the state and from the Daniel M. Soref Charitable Trust as well as the Friends of the Golda Meir Library,” Barczyk says. The Friends group specifically supported the purchase of more online resources to give broader access to information.

The new 32,500-square-foot space includes seating for more than 400 (up from 132 seats in the old area) and more than 200 computers. In addition, Student Association support through educational technology fees helped increase hours the area is open to 24 hours a day, five days a week (Sunday through Thursday).

The area’s main desk will integrate circulation, interlibrary loan and information technology support services. Group study rooms with technology to accommodate collaborative learning and projects open off the common space. In addition, the area has several classrooms to meet a growing need to help students learn how to locate, evaluate and use online information.

As part of a collaboration called Campus Connections, UITS (University Information Technology Services) will have on-site technical support, and the First Year Center and PASS (Panther Academic Support Services) will also have staff located in the area to work with students.

“The library will be the hub of information, linking students with vital services on campus which are now scattered in other buildings,” notes Barczyk.

Flexibility is a key feature supporting the “cutting-edge learning environment,” says Josh Wadzinski, a UWM alum who is one of the project architects for the designer, Kubala Washatko Architects.
Almost all of the furniture, for example, can easily be moved around and re-grouped to suit the needs of learners using the space.

Even some of the group work areas and classrooms are designed with movable panels so they can be opened up to individual students when they’re not being used for group work or classes. “The whole area is designed to be open and mobile and facilitate collaboration,” says Wadzinski.

“The Daniel M. Soref Learning Commons is new type of space here at UWM,” says Molly Susan Mathias, the coordinator for the area. “The facilities and services are geared toward student research and social interaction, so the area will have a unique vibrancy combining technology and learning. Having the Daniel M. Soref Learning Commons as a hub of activity on campus will also be an opportunity to encourage students to seek out library staff for research assistance.”

Retaining the red brick arches and oak woodwork reflects the traditional look of the Golda Meir Library building, but by opening up the area, says Wadzinski, students have sightlines that give views of the surrounding campus environment, including Chapman Hall across the street.

The renovation also incorporates numerous environmentally friendly, sustainable construction techniques, including re-use of fixtures, woodwork and hardware, use of locally made or grown resources and extensive use of recycled and/or recyclable materials.

Initial reviews from students who’ve visited the area before it opened have been positive. Tim Oestreicher, a senior in political science, used to like studying in the Grind area, but often couldn’t find a spot. “This is a way bigger and a better environment.”

“It’s awesome,” said Christa Selner, a junior in English, echoing the review many students gave.

The Daniel M. Soref Learning Commons reflects an ongoing shift in libraries from buildings that store and share books and other print materials to communal learning environments, says Joyce Latham, an assistant professor in the School of Information Studies. Latham, who specializes in library technology, has overseen technology upgrades and renovations at a number of major libraries, including the Chicago Public Library.

“I think it’s pretty exciting that we can create an environment driven by the people doing the learning, not by some expert deciding how and what they should learn,” says Latham.

“The concept [of the learning commons] has been around for a while,” she adds, but the notion of learning as a collective experience has been fueled by new technologies that enable collaborative research and work. “New media allow more than one user to engage with the content at one time,” she says, “and information is more readily available.”

The addition of a learning commons doesn’t mean the elimination of quiet spaces for reading and studying, or getting rid of books.

“We’re not phasing out our paper books; rather, we are offering a better integration of traditional and electronic information sources with technology,” says Barczyk. “This is, in fact, the direction of all libraries.

“We want the Daniel M. Soref Learning Commons to become a real focal point for the campus, and an attractive, welcoming place for students.”
Paul Melrood paid $27.50 a semester for his tuition when he graduated from Milwaukee State Teachers College in 1941, and that included his books.

With the $1,000 scholarship Ashley Wedige received in 2008, she pursued her passion for teaching science to urban students and now enters her final semester of student teaching before finishing school in January.

In a way, both are lucky to be part of the same generous $10,000 donation in 1991 that the Class of 1941 presented to the UWM Foundation. Melrood was chairman of the planning committee that was organizing the 50th class reunion. The class was able to raise endowed gifts which generate annual scholarships for School of Education students every year.

Melrood considers himself lucky because the Art Education degree he received from MSTC got him a job in the Air Force and out of the infantry when he was drafted into World War II two days after Pearl Harbor. An avid art and music enthusiast throughout his life, Melrood’s experiences in the war dulled what might have been the fulfilling challenges of teaching art to students.

“The army told me that I became a major from a private, which is quite an accomplishment,” says Melrood. “You don’t feel like wanting to teach anymore after this because a class situation isn’t a challenge anymore.”

Now 89, Melrood has humble and humorous stories to tell. Sifting through old college and war photographs, an artwork piece he created for Golda Meir, and his 1938 track championship photo, he spots a bound stack of recent thank-you letters from UWM School of Education scholarship recipients. The letters, some dating to 2005, describe the teaching goals of students needing a scholarship to pursue their education. On top of the pile rests a letter from Wedige, now a Middle Childhood through Early Adolescence Reuben Harpole: SOE alum ‘dedicated to solving problems’

Reuben K. Harpole Jr., a University of Wisconsin–Milwaukee School of Education alumnus and community activist, was honored for more than 50 years of service to Milwaukee at a Sept. 12 tribute celebration. Well wishes for his 75th birthday included a letter from President Barack Obama and Michelle Obama.

Chancellor Carlos Santiago noted in his remarks, “In my years on campus, I have never seen the Wisconsin Room so filled.” More than 400 guests in the UWM Union enjoyed dinner, entertainment, and tributes from civic and political leaders, community activists and friends, including U.S. Rep. Gwen Moore, Sen. Lena Taylor, and Dan Bader (Helen Bader Foundation). Juliette Martin-Thomas, Alverno College faculty member, read a tribute in poetry.

Proceeds from ticket sales raised nearly $13,000 for the School of Education’s Reuben K. Harpole Education Scholarship. Harpole established the scholarship in 1998 to encourage African-American males to go into teaching.

Harpole, who earned his B.S. in Education from UWM in 1978, worked at the university’s School of Continuing Education (SCE) for 31 years, and was senior outreach specialist at SCE’s Center for Urban Community Development when he left in 1997. In 2005, UWM awarded him an Honorary Doctorate of Humane Letters to honor his work to improve Milwaukee’s diverse communities.

Harpole and his wife Mildred celebrated their 50th wedding anniversary, and have served as mentors and role models for young people, particularly African-Americans. Among numerous community programs Harpole helped start or has been involved in are college prep programs, the Milwaukee Public Schools’ Homework First program, Milwaukee Community Sailing Center, Milwaukee 100 Black Men, Black Holocaust Museum and Children’s Performing Arts Group, which evolved into Ko Thi Dance Company.

Part of a series of community celebrations honoring Harpole, the event featured a collage by Milwaukee artist Gerald Duane Coleman and a video tribute to Harpole’s life and work. “We are calling it a video
major in the Curriculum and Instruction department.

“The School of Education scholarships really force you to be concise and get your point across about what you want to do with your teaching, which is great,” says Wedige as she describes the application process.

Falling in love with the urban education program at UWM, Wedige felt fortunate that the class of 1941’s donation helped pay a portion of her tuition.

Wedige heard about the school’s annual scholarships in 2008 from a family friend who had also received funding. She enlisted her mother to help sort through her goals and put them on paper for the committee. Her final step was a letter to Melrood which thanks the class of 1941 for making the scholarships possible.

“The scholarship fund has been going on ever since and that is the gratified feeling,” says Melrood. “I see these kids and it’s so nice to give something back. What they do with it is in their hands. Scholarships are so important, especially these days. These kids now have to work and go to school and a $1,000 for a scholarship means a lot.”

S

Seven-time Grammy winner Al Jarreau shared his talent and his commitment to education in a performance at Gathering on the Green this summer, raising almost $4,000 for the University of Wisconsin–Milwaukee School of Education’s Thomas Cheeks Scholarship fund.

Jarreau established the scholarship to honor his former teacher, who was an African-American pioneer in the field of education in Milwaukee. Historically, the scholarship has benefited African-American males with a commitment to Milwaukee Public Schools. Since its inception, nearly 40 Thomas Cheeks Education Scholarships have been awarded to students pursuing a degree in teacher education at UWM.

Jarreau visits with Carolyn Cheeks Rittata, daughter of Thomas Cheeks. Jarreau’s scholarship honors Cheeks, one of his teachers.

Proceeds from all concert tickets ordered through the University of Wisconsin-Milwaukee Alumni Association for the July 9 event went to the fund.

Singer-songwriter Jarreau helped establish the scholarship in 1999. In 2005, he donated $25,000 he received as the 2005 Ford Freedom Award Scholar to the fund.

Cheeks, the first African-American educator at the high school level in Milwaukee Public Schools, taught and coached track and basketball at Lincoln High School, now Lincoln Center of the Arts. Jarreau described Cheeks, who died in 2001, as a mentor, role model and inspiration for him and many other black male students.

Jarreau, who grew up in Milwaukee, is an internationally known musician and songwriter, and winner of numerous music awards. He is the only singer ever to have won Best Vocalist Grammys in three separate categories – jazz, R&B and pop. In 2004, he received an honorary Doctor of Fine Arts degree from UWM.

If you’re interested in continuing to support the Thomas Cheeks Education Scholarship, other SOE scholarships, or if you’re looking for ways to get involved in the School of Education alumni opportunities, please contact Katie Sparks, School of Education Director of Development, at 414-229-3080 or kasparks@uwm.edu.
Think of a color. Now think of an emotion. Take 15 minutes to write about all the experiences this color reminds you of.

For instance, the 2009 University of Wisconsin–Milwaukee Invitational Summer Writing Institute was the color red, but not fire engine red or the tranquil red of a sunset.

The summer institute this year was a passion-filled red. The red that feeds a craving for ideas and brings unique teaching strategies into classrooms. The red that bonded teachers of different teaching backgrounds from June 22 until July 23.

The above is a small example of the writing techniques 17 participants explored during the summer writing institute as they studied teaching concepts to help engage their students in reading and writing. In its second year, the institute also helped teachers reflect on techniques they use in their own writing to prepare to teach others. The teachers spent four days a week from 9 a.m. until 3:30 p.m. developing teacher inquiries to present to colleagues for discussion and for demonstration.

"[The Summer Institute] is a site of the national writing project, which is an organization designed for teachers teaching teachers," says Donna Pasternak, associate professor and program director of English Education, and one of the co-directors of the project.

The summer institute follows the basic assumptions of the National Writing Project and this year attracted many teachers who focused on writing as a fundamental principle across all subjects including science, mathematics and history, as well as English and language arts.

Erik Richards, a social studies teacher at South Milwaukee High School, came to the institute excited to focus on his writing. Teachers sometimes don’t get to do a lot of “pen-to-paper” writing because of email, according to Richards. Since he got out of school, Richards has had little opportunity to work on his writing, which the National Writing Project requires of all participants. Teachers of writing must also be writers and Richards was a little nervous to begin working on writing techniques; nevertheless, he received positive, constructive criticism from other teachers.

“We talk about the positives about people’s writing and then we ask questions... We talk a lot about who your intended audience is and that affects your word choice,” says Richards. “Writing isn’t just a way to express what you know, but to learn the answers to the questions you’ve got. Every one of these really bright people is providing all sorts of different strategies to teach writing but the principle remains the same – that kids learn best through writing.”

Leah Leonhardt, a K-5 teacher at Milwaukee Sign Language School, chose to focus her teacher inquiry workshop on how to motivate young children to write. In her initial years of teaching, Leonhardt noticed that she was having a hard time inspiring children to complete writing assignments.

Leonhardt took the opportunity to investigate this topic, assuming others might be having the same issues. One of the interesting suggestions was using picture books to motivate young readers. Children can then see themselves as authors and model themselves after the author, says Leonhardt.

“I will definitely benefit from having the time during the summer institute to do research,” says Leonhardt. “The management of the writer’s workshop teaches us to be specific and set up routines in the classroom to engage students in reading and writing without lecturing.”

Among volunteers in the SOE booth were (above) Felipe Rodriguez, Kathy Berry, Maria Torres, Alex Vagelatos, Dustin Schimek, Sara Heiser, Joanne Doehler, Rob Longwell-Grice, Hope Longwell-Grice, Samantha Shaw and Gary Waymire-Cooper.
One way to find out what being a teacher involves is to talk to teachers – current and future.

The 21 high school students who took part in the University of Wisconsin – Milwaukee School of Education’s Urban Teacher World program got a chance to talk with SOE Dean Alfonzo Thurman, faculty, education students and classroom teachers and school counselors during their two weeks on campus.

“We want to expose them to careers in education,” says Rob Longwell-Grice, director of SOE’s Office of Academic Services, which organizes the annual Urban Teacher World. However, just as important, he adds, Urban Teacher World gives the students a chance to brush up their study skills, get a feel for the college environment, learn more about financial aid and talk with faculty in other areas of the university.

Most of the students, who had just finished their freshman year in high school, didn’t yet have firm career plans. The Urban Teacher World program gave them a chance to talk to university teachers and researchers about what it takes to get into different career areas, and how those areas might be related to a future in teaching.

Elijah Scott, for example, was interested in becoming a creative writing teacher and had some questions about the field for Dick Blau, UWM professor of film in the Peck School of the Arts. Blau’s advice to Scott: “Read as much as possible and write every day.”

Tatayana Cook of Pulaski High School wanted something to do in the summer, and is interested in science so Urban Teacher World was a good fit for her, she said. Science teachers are in demand, she found. Cook and the other students got a chance to explore some of UWM’s laboratories and visit Discovery World and the Urban Ecology Center to get some hands-on science experience.

Working with the Urban Teacher World staff gave students day-to-day chances to interview and observe education faculty, staff, students and recent graduates. In addition to Longwell-Grice, the Urban Teacher World staff included Felipe Rodriguez, Gary Waymire-Cooper and Barbara Logan of Academic Services, education graduate students Abbey Rusch and Addie Degenhardt, recent graduate Dana Baldwin, and faculty member Donna Pasternak.

Logan organized a panel presentation that highlighted some of the many different careers in education. A school principal, a teacher, school counselor, academic advisor, faculty member and American Sign Language interpreter all talked about how they used their education degree in their careers.

The students shared their interests and some of their UWM experiences in a short film, compiled during their visit by film students Brooke Swelstad and Lilly Czarnecki. The film is online at www.youtube.com/user/uwm.soe

A presentation at the UWM Career Development Center gave the students a chance to think about their interests and how they might fit into academic work and future careers.

This year’s students chose a career area to explore and worked with the film students and Urban Teacher World staff members to develop their own DVDs about their interests.

Sequoia Baker is interested in becoming a social worker. “I would like to help out families and (help) solve problems,” she said. Tatayana Cook was interested in becoming a forensic scientist, and Carl Outlaw thought Southeast Asian studies sounded fascinating.

The students chose books to read and worked together to do a report on one of the books, “After Tupac and D Foster” by Jacqueline Woodson, a Newbery Honor selection. And, there was time for educational fun with a waterfront tour on the Iroquois Boat ride focused on historical Milwaukee and a trip to see the Milwaukee Brewers.

With today’s difficult economy, there’s been a resurgence of interest in education careers, says Rodriguez. That was reflected in the number of students who took part in this year’s program as well as the interest SOE is getting from older adults interested in going into education as a second career.

The Urban Teacher World program gives students a chance to become familiar with college and with UWM early in their high school years. “It helps them become more familiar with us – with the School of Education and UWM,” says Rodriguez.

A Brewers game was a fun highlight for the students.
Summer brings together educators, content experts to improve teaching

Books about music and musicians can help students integrate the two subjects

“There was an old woman who swallowed a fly. I don’t know why, but she swallowed a fly.”

The words and music to that traditional folk song, along with its multiple variations, can serve as an entry point to a rich lesson in words, literature and reading.

That’s just one example of an approach to teaching K-12 students that brings together content experts and educators to share ideas.

For example, three instructors from the University of Wisconsin–Milwaukee Department of Music shared a few techniques that could be used to connect children’s literature and music in the classroom. The class demonstrated how teachers could use songs, singing games and rhythmic activities with children’s literature to help students learn vocabulary, listening skills and even mathematical concepts.

Jeffrey Garthee, senior lecturer in the Music Department, used “The Old Woman Who Swallowed a Fly,” as a way of demonstrating to current and future teachers in his class how one simple children’s folk song can have numerous cultural and literary variations.

That workshop presentation was one of several offered for teachers this summer through the Professional Development Academy, a one-week institute organized by UWM’s Teachers for a New Era (TNE) program.

The Professional Development Academy is one part of the ongoing TNE collaborative effort involving three UWM schools and colleges that is funded through a Carnegie Foundation grant designed to improve the quality of teaching in K-12 classrooms.

The TNE program brings together content-area experts in the arts, science, mathematics and social science to help teachers deepen their understanding of content and develop practical classroom applications of what they’ve learned. Another workshop at this summer’s institute, for example, brought teachers together with social studies experts from the university to discuss ways to improve social studies teaching and learning.

TNE’s collaboration involves faculty from the School of Education, the College of Letters and Sciences and the Peck School of the Arts.

Workshop explores intersection of learning sciences and informal science education

The University of Wisconsin-Milwaukee recently hosted an international workshop on the intersection of the learning sciences and informal science education. The National Science Foundation (NSF) funded the workshop.

Sandra Toro Martell, assistant professor in the University of Wisconsin-Milwaukee School of Education, and colleagues Heather Toomey Zimmerman, from Penn State University, and Leslie Rupert Herrenkohl, from the University of Washington, organized the two-day workshop in August as one effort to bring together science education researchers and practitioners and learning scientists to build capacity and collaboration. Martell’s teaching and research focuses on how people learn in formal and informal learning contexts.

At the workshop, all attendees participated in small groups to explore themes such as learning and engagement, learning technologies, pedagogy and facilitation, and access and equity in informal science education.

Dean Alfonzo Thurman from the School of Education and National Science Foundation Program Officer Sue Allen welcomed the participants. Paul Krajniak, the executive director of Milwaukee’s Discovery World, Kevin Cullen, archaeologist, and other education staff welcomed and hosted the attendees for one day of the meeting. Steve Atwell, director of development, provided tours of the Discovery World facility.

Advisors from science media and informal learning sites as well as universities played important roles in shaping the workshop and providing comments during the meeting. Advisors included Tinsley Davis, president of the National Association of Science Writers, Leona Schauble of Vanderbilt University, Kirsten Ellenbogen of the Science Museum of Minnesota, Philip Bell of the University of Washington, Gil Noam of Harvard University and McLean Hospital, Sue Ellen McCann from KQED San Francisco, and John Falk and Lynn Dierking from Oregon State University. Workshop participants were selected through a competitive application process that yielded twice as many applicants as spaces available, according to Martell. Attendees, advisors, and workshop leaders will be working together over the next year to write papers, make conference presentations, and create opportunities to improve research and practice at their institutions based on the small-group themes and related research.

“Not a great deal of research has been done on the [informal] learning experience, based on how it actually works and what people get out of it,” Martell said in an article in the Spring 2009 EdLine about the field. “At present, field trips tend to be understood as being more about fun than about acquiring knowledge and skills that can be taken back to the classroom.”

Contact Dr. Martell at smartell@uwm.edu
Economic lessons from fast food to the Board of Trade

Dantrice Howard and Amechia Myles took what they’d learned about buying low and selling high at the Chicago Board of Trade to come out the winners in a frantic and friendly 20-minute simulation of a competitive marketplace in their Youth Enterprise Academy (YEA) classroom at the University of Wisconsin–Milwaukee.

The brief exercise in hands-on and noisy free enterprise was just one of the lessons at the annual YEA, a summer economics education program for junior and senior high students. This year, 23 ninth- and tenth-graders and 27 middle school students were involved in YEA or its partner program, the Youth Enterprise Junior Academy (YEJA). The UWM School of Education’s Center for Economic Education runs the programs, which were held at Lubar Hall (3202 N. Maryland Ave., Room S231). The YEA ended July 1, and the YEJA ran through July 3.

The goal, says Tim O’Driscoll, director of the center, is to help students learn about how the U.S. economy works as well as gain better understanding of personal finance. The lessons are in terms young people understand. O’Driscoll’s lecture on supply and demand, for example, drew on common teen economic experiences – fast-food earnings and pricey concert tickets. The YEA also includes a field trip to Chicago to visit the Board of Trade and the Federal Reserve. Local business people offer advice and answer questions.

O’Driscoll and other faculty also provide real-life economic learning exercises like the simulated marketplace that featured students “buying” and “selling” pretend compact discs, trying to make the most advantageous deals. Or, students got a chance to explore free trade issues by “trading” a variety of dollar-store items, first among a limited group of classmates, then expanding their market to the entire class.

Students attending the programs are encouraged to apply by parents and teachers, but most are more attuned to financial issues themselves. Davion Richardson of Messmer High School says the current economic crisis made him more aware of the need to understand what was going on in the financial world. “We’re learning about a lot of stuff I didn’t know before,” adds his cousin, Alexander Anderson, also a Messmer student. For example, he says, he never knew the nearby Chicago Board of Trade had such an important role in the U.S. economy.

The $500 savings bond (an award for successful completion) attracted her, says Khali Jackson of Riverside University High School, but, she added, “I’m also planning on running my own business and I don’t want to jump into it without knowing anything.”

Inez Zuniga of Hamilton High School is also thinking of moving into the business world, and “I like figuring out stuff.” Fellow Hamilton student Meghan Wagner says her advanced placement European history teacher encouraged students to sign up.

There are other economic rewards for economic education. Those who attend all sessions and complete all assignments earn the $500 savings bond to start their own savings plan. Many of the students come from Milwaukee Public Schools (MPS), which also gives the students a one-quarter unit social studies credit.

Of the students who take part in the YEA program each year, 10 also will have the opportunity to join an investment club during their junior and senior years, supported through the Nicholas Foundation. Each of the two groups of five students receives $10,000, which they invest in the stock market with advice from O’Driscoll and local stockbrokers. At graduation, the money is divided into equal shares for the students to help pay for college expenses. The YEA and YEJA courses are taught by O’Driscoll, a former high school economics teacher as well as a lecturer at UWM, and Jill Koebernik, teacher at Wauwatosa East High School, and Lisa Marion-Howard, principal at Byron Kilbourn School.

Funding comes through Economics Wisconsin, the Elizabeth A. Brinn Foundation, Lynde and Harry Bradley Foundation, Nicholas Foundation, Peck Foundation, Wisconsin Department of Public Instruction and State of Wisconsin Department of Financial Institutions.

Contact: Tim O’Driscoll at odriscol@uwm.edu

Students work a on class exercise.
SOE faculty news

A number of School of Education faculty promotions were formally approved at the June Board of Regents meeting. These include:

**Anthony Hains**, Department of Educational Psychology, was promoted to the rank of professor. He teaches courses on counseling children and adolescents, clinical studies in counseling, and essentials of counseling practice. His research focus is on pediatric psychology, specifically on behavioral interventions for young people managing chronic illness and complex medical regimens.

**Bo Zhang**, Department of Educational Psychology, was promoted to associate professor with tenure. He teaches classes on techniques of educational and psychological measurement, psychometric theory, item response theory, survey methodology, and classroom assessment. His research focuses on appropriate measurement and interpretation of students’ performance in various testing situations.

**Timothy Cleary**, Department of Educational Psychology, was promoted to associate professor with tenure. Cleary coordinates the school psychology practicum and teaches courses in assessment, intervention, learning disabilities and self-regulation. His primary research focuses are studying self-regulation and motivation and how they relate to the academic success of pre-adolescent and adolescent youth, particularly those from disadvantaged and culturally diverse backgrounds.

**Raquel Farmer Hinton**, Department of Educational Policy and Community Studies, was promoted to associate professor with tenure. She teaches courses on cultural foundations of education and research techniques for community organizers and educators. Her area of interest is urban education with a specific interest in the relationship between school resources and student outcomes.

**Hyungshim Jang**, Department of Educational Psychology, was promoted to associate professor with tenure. She teaches courses on introduction to learning and development, contextual determinants of motivation, and the psychology of achievement motivation. Her research focuses on how teachers’ motivating styles affect students’ motivation, engagement and achievement.

**New faculty members**

**Leigh Ellen Wallace** has joined the School of Education’s Department of Administrative Leadership for the 2009-2010 academic year. Wallace earned her doctorate from UWM in 2007 and will serve as a clinical associate professor. She has taught at Mount Mary and Lakeland Colleges since receiving her Ph.D. She also will continue to serve as UWM’s cheer coach and mascot advisor.

**Latish Reed** will be an assistant professor in the Department of Administrative Leadership. She earned her doctorate in educational leadership and policy analysis at UW-Madison and had been teaching at the University of North Carolina-Chapel Hill. She also has been a middle school teacher and assistant principal in the Milwaukee Public Schools.

**Faculty changes**

**Among those departing the SOE:** In Administrative Leadership, **Floyd Beachum** has accepted the Bennett Professor of Urban School Leadership at Lehigh University in Pennsylvania; and **Faith Crampton** has retired. In Curriculum and Instruction, **Judy Lybeck**, lecturer in early childhood education, has retired.
Three SOE faculty and staff members will be among those being honored at the annual University of Wisconsin–Milwaukee Fall Awards Ceremony, Oct. 21, in the UWM Union.

**Diane S. Pollard**, Professor Emerita of Educational Psychology, will be an Ernest Spaight Plaza honoree. **Jennifer Mueller**, assistant professor in Curriculum and Instruction, will receive a UWM Distinguished Undergraduate Teaching Award. **George Valentine**, academic department specialist, department of Curriculum and Instruction, will receive a Classified Staff Outstanding Service Award.

Pollard is the coeditor (with Cheryl S. Ajairotutu) of *African-Centered Schooling in Theory and Practice*. She received her Ph.D. in Educational Psychology from the University of Chicago. Her research interests include the development of coping mechanisms among blacks, and socialization processes among black families. She is a former secretary of the National Association of Black Psychologists.

Mueller teaches courses in early childhood teacher education and supervises student teachers. She received her B.S. in Elementary Education from UW–Madison and her M.S. in Educational Foundations and Policy and her Ph.D. in Teacher Education at the University of Michigan.

Valentine, a Chicago native, is an 18-year UWM staff member; before coming to Curriculum and Instruction, he worked in Financial Aid.

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**Flashback! 1959**

**Remember the hula hoop?**

Hula hoops were a preferred form of exercise on the UWM campus 50 years ago, according to this photo from the 1959 yearbook. That same year, the campus publication reported that the School of Education “maintains a comprehensive program for preparing teachers in all areas of work.”

The School “provides the Campus Elementary School (now the Children's Center) as a laboratory school, an audio-visual center and a growing curriculum library. Teacher training is offered in seven fields: Art, Elementary, Exceptional, Music, Secondary, Library Science and Physical Education,” the yearbook reported.
The School of Education places more teachers in Wisconsin than any other university in the state. And more UWM graduates remain in Wisconsin than from any other university. Here’s a look at where SOE undergraduate and graduate students come from.
SOE Alumni Chapter elects officers

Congratulations to Shirley Metcalf (2002 B.S. in Community Studies, 2004 M.S. in Educational Policy) and Lyn Hildenbrand (1992 B.S. in Community Education). They have agreed to serve as co-chairs of the SOE Alumni Chapter for 2009-2010. Kathryn Bartel (2006 B.S. in Early Childhood Education) is serving as the chapter’s secretary.

Other members of the Alumni Chapter leadership team are Carole Dede, Cyndee Kennedy, Tom Jozwik and Bryan Lyday.

All alumni of the School of Education are invited to attend to find out how they can become involved in the newly re-formed SOE Alumni Chapter. For more information, call John Bartel, Alumni Relations, at 414-906-4665, jwbartel@uwm.edu.

In Memoriam

**Edith M. (Edie) Andersen**

Edith “Edie” M. Andersen, 76, died Monday, June 22, 2009 in Racine. After receiving her bachelor’s degree from UWM’s predecessor institution, The Milwaukee State Teachers College in 1954, she taught 7th and 8th grades at Burdick School, Milwaukee for 35 years.

Andersen bequeathed funds to the university to endow the Harvey A. Uber Scholarship for education students. The scholarship honors Uber, chair of the geography department in the early 1950s and one of Andersen’s teachers. According to an article in the Fall 2006 Edline, Andersen discovered years after her graduation that Uber had volunteered anonymously to donate money so Andersen could stay in school when her family was in financial hardship.
13th Annual Urban Forum focuses on how history is, and should be, taught

James Loewen, noted sociologist and advocate for improving the teaching of history, is the keynote speaker for the 13th Annual Urban Forum, to be held Thursday, Nov. 5, at UW–Milwaukee. The School of Education sponsors the Urban Forum, which is free and open to the public, to encourage discussion on issues related to urban education.

Loewen, who will speak at 6 p.m. at the Zelazo Center, is the author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong*. The book, published in 1995, has sold more than a million copies and won the American Book Award. The book was based on a two-year analysis of 12 leading high school textbooks on American history, which Loewen concluded offered “an embarrassing blend of bland optimism, blind nationalism and plain misinformation, weighing in at an average of 888 pages and almost five pounds.”

Loewen, who earned his doctorate in sociology from Harvard, taught race relations at the University of Vermont for 20 years, and served as an expert witness in more than 50 civil rights, voting rights and employment cases. He continues to conduct research and write from his Washington, D.C., base.

He is the author of a number of other books on history, sociology and education, most recently *Teaching what Really Happened*, and *Sundown Towns: A Hidden Dimension of American Racism*.

His interest in the use of history textbooks as “weapons” of mass misinformation grew out of his own early experiences teaching a freshman sociology seminar at historically black Tougaloo University in Mississippi. He was appalled to find his students, almost all of them black, giving a white supremacist version of Reconstruction as historical fact. He quickly found that this was what they had learned in their high school textbooks.

Working with another editor from a nearby college that was predominantly white, Loewen wrote a new high school textbook, designed to present Mississippi history in light of actual historical research and findings, and challenge students to think about their state’s history in the context of current events in 1968 Mississippi.

The textbook won the Lillian Smith Award for best Southern non-fiction the year it came out, but the Mississippi State Textbook Board rejected it as unsuitable for use in Mississippi schools. Loewen, his co-author and three school systems that wanted to use the book eventually sued the state textbook board in federal court. The case, *Loewen et al. v. Turnipseed et al.*, came to trial in 1980.

After expert testimony on the book’s historical accuracy and merit, the Loewen group won the court case, allowing any school system that requested it to use it as a history textbook, a decision the American Library Association ranks as one of its “notable First Amendment court cases.”

Loewen’s talk will be preceded by a workshop on teaching history and social studies. For more information on the Urban Forum, visit uwm.edu/soe.

This year’s Urban Forum has been organized into a two-part series, with a second Urban Forum scheduled for Thursday, Feb. 11, 2010.
Fall PDP Writing Workshop

The School of Education is offering a free, 1.5-hour workshop intended for initial educators (including teachers, administrators and pupil services) seeking expertise to assist in writing their Professional Development Plans (PDPs).

ALL PARTICIPANTS WILL:
• Learn to write a compelling goal that leads to a great PDP
• Have access to online tools to write their PDP (bring a laptop)

WHERE:
University of Wisconsin–Milwaukee Union

DATE/TIME: Tuesday, Oct. 13, 4:30-6 p.m.

About the presenter:
Kathy Larson, Professional Development Consultant: Emphasis, PI 34 and Professional Growth.

Larson has devoted the past seven years to researching and developing products that assist educators in the pursuit of personal and professional goals. She is the state’s lead facilitator for PDP Team Training and is considered an expert on the implementation of PI 34. She is the co-author of The Mentoring Year: A Step-by-Step Program for Professional Development, and Reflection as a Disposition.

To register for this workshop, please contact Dustin Schimek at 414-229-4728 or educout@uwm.edu.
Dean Alfonzo Thurman and Brazilian Thurman welcomed faculty, staff and friends of the School of Education to a reception Sept 19 at the Hefter Conference Center near the UWM campus.

The annual event provides an opportunity for faculty and staff to meet with members of the community and other supporters of the school to talk informally about initiatives and goals for the new school year.
For the academic year 2009-2010, the School of Education awarded a total of $297,100 in scholarships to 98 students according to the Office of Academic Services. That total included 152 separate scholarships, averaging $3,031.63 per student. A total of 157 students applied for scholarships.

“We continue to be grateful to the many donors who choose to fund scholarships for School of Education students,” says Robert Longwell-Grice, director of the Office of Academic Services. “With today’s difficult economy, students are reluctant to take on significant debt so these scholarships are a major factor in a student’s ability to complete their education.”

Arredondo receives lifetime achievement award

Patricia Arredondo, professor of educational psychology and interim dean of the School of Continuing Education, received a Lifetime Achievement Award at the recent conference of the American Psychological Association. It was awarded by Division 45.

New program in higher education teaching

The UWM School of Education is teaming with the College of Letters and Science (L&S) to offer a new graduate certificate program for students who are interested in teaching at the college or university level.

The Teaching and Learning in Higher Education certificate is a 15-credit, multi-disciplinary program that includes classes in education, communication and other disciplines. The SOE’s Department of Administrative Leadership and L&S’s Department of Communication are sponsoring the certificate. The program is designed to help potential college-level teachers gain an understanding of teaching and learning theory, research and effective practice.

For a list of required and elective courses, go to www.teachhe.uwm.edu. For more information, contact Renee Meyers at meyers@uwm.edu or 414-229-5539.

Dean Thurman on SOE’s research commitment

The School of Education continues to improve its research productivity in 2008-09 while facing some stiff challenges. In the June UWM Report, Vice Chancellor for Research and Economic Development and Dean of the Graduate School, Colin Scanes, notes that based on the first three quarters of the 2008-09 fiscal year, the School of Education had the second highest percentage increase in funded research expenditures at UWM, compared to the same period the previous year.

SOE’s increase was 38 percent, with only the School of Engineering and Applied Sciences higher at 57 percent. The entire school offers our congratulations to our researchers and their support staffs.

New SOE banner installed

The School of Education has a new banner at the Hartford Avenue crossing on the south side of Enderis Hall. The new banner replaces one that fell to the elements some time back.

The banner welcomes students and visitors to the building with the words that help encapsulate the school’s mission and goals, Equity, Diversity, Excellence.

SCHOOL OF EDUCATION NEWS BRIEFS

On girls and science

Nadya Fouad, Distinguished Professor in Exceptional Education, who did a study on girls and why they aren’t drawn to science and mathematics, is featured on the web site of a new PBS series called SciGirls (www.scigirls.org). Earlier this summer, she spoke before the House Committee on Science and Technical Education about her study and its implications.

Simone Conceição, associate professor in Administrative Leadership, was quoted in an article on online education in the Chronicle of Higher Education. The article, “They Thought Globally, but Now Colleges Push Online Programs Locally,” is available online to the magazine’s subscribers.

Haberman on ‘star teachers’

SOE Professor Emeritus Martin Haberman was quoted extensively in a column on what makes a “good teacher” this summer in the Atlanta Journal-Constitution. Written by the newspaper’s education columnist, the column quoted Haberman discussing why some teachers are successful with so-called “unteachable kids” and others are not.

Haberman is a leading authority on preparing teachers for urban, poor schools and is the developer of the National Teacher Corps. Hundreds of school systems nationwide use the selection criteria developed by Haberman to identify teachers most likely to succeed and stay in urban schools. “Star teachers believe that, regardless of the life conditions their students face, they as teachers bear a primary responsibility for sparking their students’ desire to learn,” Haberman said in the column.

Job outlook bright

According to a recent article in the Chronicle of Higher Education, the Bureau of Labor Statistics projects that the number of post-secondary educational administrators will increase by 14 percent from 2006 through 2016.

“The leadership turnover in education is going to be tremendous in the coming years,” said Mark David Milliron, president and chief executive of Catalyze Learning International, an education-consulting group in North Carolina. “Folks are scrambling to fill the C-level pipeline; as a result, Ph.D.s are going to be in high demand, and will be for some time to come.”
You are a woman looking to socialize and network with other like-minded women who have an interest and passion for education and for students?

UWM’s School of Education Women’s Giving Circle began in Fall 2007 to bring together women of all ages who are alumni, former and current teachers, or who have an interest in UWM’s School of Education.

Are you hoping to give back to the School of Education, but would like to make more of an impact than you are able to individually?

Donations from all Women’s Giving Circle members are combined and the group makes decisions on what they would like to support. Members hear ideas from the School about areas that need support.

Are you a life-long learner interested in attending sessions on educational topics?

For each meeting, the Giving Circle will invite a faculty member or a dean from the School of Education. Guest speakers have included:

• Gail Schneider, associate dean for Academic Affairs (School of Education) and professor, Department of Administrative Leadership
• Linda Post, associate professor and department chair, Department of Curriculum and Instruction

UWM’s School Of Education’s Women’s Giving Circle Membership is for you if:

• You wish to support the School of Education philanthropically
• You want to decide as part of a group what your gifts will support
• You hope to get more involved in your alma mater or in UWM’s School of Education
• You would like to build your network of women friends and associates, or simply socialize regularly
• You are interested in hearing from experts who are working in education
• You have or plan to give $1,000 or more annually (Support can be through an outright gift, payments over the year, gifts of stock, annuities, life insurance policies, or other planned giving vehicles.)

Members are invited to attend a spring and fall meeting:

• Fall meeting – open to current members and also those interested in learning about the group. You can socialize over lunch with other women, hear an educational topic, and learn current information from the School.
• Spring meeting – open to all members who have given or plan to make a philanthropic gift to the WGC. The group decides at this meeting what their gifts will support this year. Member feedback is encouraged even if you cannot attend (Spring 2010 meeting date to be determined.)

Our next meeting – Save the date and RSVP

Wed Oct. 28, Noon-1:30 p.m., Hefter Conference Center, 3271 N. Lake Drive, Milwaukee.

Remember: If you are not already a member, you can join us at this meeting and decide whether you would like to become a member.

Guest Speaker: Mary McLean, Kellner Professor of Early Childhood Education and director of the Early Childhood Research Center at the University of Wisconsin-Milwaukee

RSVP by providing $15 to cover the cost of lunch. You may call Katie Sparks (414)229-3080, email her kasparks@uwm.edu, or mail your $15 lunch RSVP to:

University of Wisconsin – Milwaukee
Office of Development & Alumni Relations
Attn: Katie Sparks
P.O. Box 413
Milwaukee, WI 53201-0413

You may include your annual philanthropic gifts with your RSVP.

If you cannot attend the upcoming meeting, have questions, or would like additional information about the Women’s Giving Circle, please contact Katie Sparks at 414-229-3080 or kasparks@uwm.edu.

Your help is always appreciated

The SOE continues to graduate more Wisconsin teachers than any university in the state. But many of Wisconsin’s brightest and most deserving students – particularly in the Milwaukee area – can’t go to college because of costs.

That’s why we’re asking your help to support our mission. Please contact us today to find out how your tax-deductible contribution to the UWM School of Education can help.
The University of Wisconsin–Milwaukee’s School of Education has the faculty, programs and expertise you need to continue – and enhance – your career.

ONLINE and BLENDED PROGRAMS

MASTER’S DEGREES
• Curriculum and Instruction
• Administrative Leadership
• Educational Psychology
• Exceptional Education
• Educational Policy and Community Studies

Ph.D. DEGREES
• Urban Education Doctoral Program
• Educational Psychology Ph.D. program

PROFESSIONAL DEVELOPMENT PLAN SUPPORT

CERTIFICATION PROGRAMS
• Reading Specialist/Reading Teacher
• Deaf/Hard of Hearing
• Bilingual Education
...and more

To learn more about certification programs, visit uwm.edu/soe

Visit uwm.edu/soe to learn more about all our outstanding programs
Certified 5K run/walk on the UWM campus and in Upper Lake Park

UW-MILWAUKEE
PANTHER PROWL
FIFTH ANNUAL

SUNDAY
October 11 ’09

The need for scholarships has never been greater. Join us to make strides for UWM student scholarships and alumni programs.

10:00 am
RAIN OR SHINE

Info & Registration:
www.pantherprowl.net