PATRICK KENNEDY: FROM homicide cop TO award-winning Ph.D.

Friday, October 29, 9-5
Saturday, October 30, 9-2
UWM Union • 2200 E. Kenwood Blvd.

Two days in October when you can visit for an hour or stay for a day—whatever it takes for you to get the answers you need! Be sure to visit us at the SOE booth.

www.openhouse.uwm.edu

School of Education
P.O. Box 413
Milwaukee, WI 53201-0413
Finding new ways of accomplishing old goals

The goals of education have remained constant throughout the centuries — passing on knowledge from one generation to the next and encouraging the kind of creative thinking skills that add to that knowledge. However, the ways good educators accomplish those goals are constantly changing. One common theme in this EdLine is how innovation and fresh thinking can improve our teaching and students’ learning.

The “Across the Divide” project demonstrates how three teachers, from three different schools, brought their English classes together, in person and electronically. Students learned important lessons about preconceptions and stereotypes.

The profile of alumna and former Milwaukee police detective, Patrick Kennedy, explores how his award-winning dissertation research provides ideas that may improve the training police officers receive in working with an increasingly diverse citizenry.

The work of faculty member Ruth Short with beginning readers in northern Wisconsin shows the benefits that grow from reaching beyond the Milwaukee campus to work with school districts that are willing to try new approaches.

We also look at those who are choosing to teach young people to be creative thinkers through our arts education collaboration with the Peck School of the Arts. Faculty member and social studies expert Randy Goree shares insights on how teachers are weathering “textbook wars” over how history and social studies should be taught, and using new technology to help young people develop into responsible, thoughtful citizens.

We also look at how teachers are viewing job opportunities in the field in a new way. While news reports are full of teacher layoffs and other dire economic news, students are finding and preparing themselves for new opportunities in the field.

EdLine and the other communications and marketing tools for our School of Education are also taking fresh approaches to keeping you informed. Some of those projects are also highlighted.

On a personal note, I am looking forward to moving into new areas in my career as an educator. As many of you may know, I announced earlier this year that I would be stepping down as Dean of the School of Education. After 14 years as a dean, I am ready to try something new myself.

Whenever a new dean is chosen, I plan to take a much-needed sabbatical, to recharge. When I return to the School of Education, I’ll start to pursue a long-time personal and research interest by developing a new center for urban education.

Education is a traditional profession, but that doesn’t mean we can’t keep exploring new ways to teach and learn. I hope this EdLine offers you some new ideas on ways to innovate in your career and life.

Alfonso Thorman
Dean
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School makes it to the Super Bowl (YES, THAT ONE.)

An SOE-produced commercial was one of two finalists for a Super Bowl XL IV spot shown in southeastern Wisconsin on CBS 58. While the commercial came in second in viewer voting, CBS 58 decided to air both finalists because the vote was so close. The 30-second SOE spot featured students, faculty and staff from the American Sign Language (ASL) program signing the contest’s theme, “Just 10 Minutes.” It aired at the end of the Super Bowl, just before the postgame show.

Kyle Stevens, SOE writer, photographer and multimedia specialist, produced the entry in collaboration with Heather Ford, adviser and sign language interpreter in the Exceptional Education Department. Ford first heard about the CBS 58 contest from Robert Longwell-Grice, director of Department of Academic Services. After learning more about the contest, Ford organized staff and students in the School of Education to create the commercial.

“UWM is unique in that we are the only university in Wisconsin with a variety of options for learning ASL,” says Ford. “This contest was a fun experience because it allowed me to be creative in getting a diverse group of students together so that they could have fun with ASL too. The experience of shooting a commercial was exciting enough, but it was even more exciting to see it air during the Super Bowl coverage.”

The commercial is still available on YouTube at: www.youtube.com/watch?v=6yqQDNL0o

Weaving a new website

Did you know that as of April 2009 there were 231 billion active websites on the internet? Imagine navigating through all those! In 2010, the SOE is thinking about just one website, ours.

This year our focus is on your website experience and how to best bring your updated news stories and valuable information on our academic programs. In fall 2010, a new design will be released along with an easier way to navigate through our website. The SOE home page, uwm.edu/soe, will bring you information on new programs as well as feature stories on our students, faculty, and alumni.

Visit us today, and check out the new features at: uwm.edu/soe.

Bonds re-elected school board president

Milwaukee Public Schools Board of Directors member and SOE Associate Professor Michael Bonds was unanimously re-elected in May to a one-year term as president. The vote was 8-0 with one member absent.

Bonds was first elected to the school board in 2007. This is his second term as board president. Bonds, a former Brown Deer School Board member and SOE Associate Professor Gary Williams, were the subject of a cover story in the Fall 2009 Edline, available online.

Wanda Blanchett, former associate dean for academic affairs, was named the new dean of the school of education and the Ewing Marion Kauffman Endowed Chair in Teacher Education at the University of Missouri-Kansas City.

Pharm, Borders, Russell win Staff Excellence Awards

Dean Alfonzo Thurman announced the winners of the first annual 2010 Staff Excellence Awards at the May 13 All School meeting.

Winners were Cindy Pharm – Academic Department Specialist; Diana Borders – Senior Administrative Specialist; Office of Charter Schools; and Jessica Russell – accountant for the School of Education in BATD. Each winner received $1,000. All SOE faculty and staff were encouraged to nominate a classified or non-teaching academic staff member for the award. According to criteria established by the awards committee, the award is meant to honor a staff member “…who has made significant contributions to the development and operations of the School of Education or to the development, provision and coordination of education services in the community.” The winners were chosen from among those nominated.

Special thanks go to Dean Thurman, for establishing and funding this annual award, and to this year’s committee members: Kathy Barry, Diana Borders, Tanya Dago, Sarah Jo Heiser, Kerry Korolek, Rob Longwell-Grice and Alex Vagilatos.

At the end of each semester, the SOE, Helen Bader School of Social Welfare and College of Health Sciences (CHS) help students unwind and get ready for finals with free refreshments in the Enderis Hall entry way.

On May 13, these 3 workers were on hand to serve students: Mai Yang, left, SOE grad student; Felipe Rodriguez, Office of Academic Services; and Alberto Maldonado, CHS.

The Marquette University College of Education honored students, alumni, and friends at its 2009 Mission Recognition Event. The UWM School of Education received Marquette’s Education Advocacy Award (held here by Dean Alfonzo Thurman) which, according to Marquette, recognizes individuals or organizations who make significant or systemic contributions to the local, state, or national education landscape through their work.
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NEWS & NOTES

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Teaching Science Grades 6-12

The MACEDP Program
Three sessions and one field experience: education, science, career pathways.
Texas A&M's Jim Scheurich at Annual Research Conference

Our thanks to all the presenters: Maritza Navelli, Jessica Bummers-Larson, Heather Jones, Tatiana Joseph, Liliana Mira, May Yang, Rebecca Grase, Nicholas Daniel Hartlieb, Wajeh Alattar, Fatin Obiakhor, Max/Mary T. Offer, Matea Harris, Tong Xiong, Charlene Baylor, Gary Williams, Sylvia Wilson, Kate Robertson, Les Johnson, Janine McIntosh, Katie O'Regan, Sandra Tore Martell, Mary Van Eeden. Also, Mary Elizabeth Hansen, Leonard Cruz, Gregory Callah, Tanya Adams, Jaime Peterson, Timothy Cleary, Jennifer Hoffman, Nicole Babarbaugh, Mary McLean, Regina Smith, Latish Reed, Leigh Wallace and Ximena Soza. Scheurich’s keynote address followed a welcome to the conference by Associate Dean Gail Schneider, and an introduction by Associate Professor Debora Wisniski. Scheurich also announced the 2009 School of Education Outstanding Dissertation Award in Urban Education winner, Patrick Kennedy. His winning dissertation: "Critical Race Theory and the Experience of Police Recruits: A Milwaukee Experiment." Kennedy's major professor was Aaron Schutt. A copy of Scheurich's presentation is available at www4.uwm.edu/soe/events/research.

The research conference was sponsored by the Research and Extramural Funding Committee; Sue Ann Lamb, Debora Wisniski; Elizabeth Drams; Julie Kailn; Regina Smith and Gail Schneider. Special thanks to Kerry Korinek and Sara Jo Helsel for all their hard work.

Teaching music in the CLASSROOM

The Teachers for a New Era project gave classroom teachers an opportunity to learn how to integrate music with reading and literacy. A video showing the demonstration is online at www4.uwm.edu/soe.

Crossing the great divide and finding FRIENDS

"I made some friends and we exchanged phone numbers, emails, Facebook and myspace. I plan on seeing them when I go, and some have already said they are going to come down and visit me. This won't end here, and I'm eager to see where this goes."

That may sound like a typical online posting from a teen to friends, but it summarizes a unique project on stereotypes, perception and good decision making involving three groups of high school students from diverse backgrounds.

"Across the Divide," organized by the SOE in collaboration with high school English teachers, helped students learn about current social issues through shared readings and new experiences. The 80 students — from Big Foot Union High School in rural Waushara County, Riverside University High School (RUHS) in Milwaukee, and Nicolet High School in the suburban north shore area — came from a wide variety of racial, ethnic, cultural, religious and academic backgrounds. Several foreign exchange students added a global perspective.

Roots of 'Across the Divide'

The project grew from a suggestion by Dean Allison Thompson for a community involvement project that would help high school students from different backgrounds learn more about each other's lives.

The university is experiencing some of the conflicts and concerns that come up when students from all over the state came together on campus, says Rob Longwell-Grice, director of SOE's Office of Academic Services, who helped organize "Across the Divide."

"We have all these students coming to campus from different backgrounds and sometimes they don't understand each other.

Two teachers who had met at UWM — Danielle Hartke, an English teacher at RUHS, and Ashley Houston, an English teacher at Big Foot — had collaborated in teaching a shared English class last year, and the SOE expanded their model for the project. Hartke and Houston's senior English classes were joined by Jerome Muehlen's junior honors English class at Nicolet. The students visited each other's schools, talked to the author of the main book they read, and took part in an all-day workshop at UWM on overcoming preconceptions and stereotypes. A UWM Peck School of the Arts film crew is creating a documentary about the project to share with other high schools.

How it worked

With prompts and questions from the teachers, the students introduced themselves through their shared blog on the "Good Reads" website. On the blog and in class, they discussed the issues of class and economic differences raised in their readings: a novel featuring high school students and their families dealing with the aftermath of prejudice-fueled violence, and In Short, a
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Two teachers who had met at UW-M

Classroom teachers and UWM staff collaborated to set up and carry out the Across the Divide project. From left to right, Ashley Houston from Big Foot High School, Danielle Harke from Riverside University High School, Jerome Mehlorn from Nicot, Rob Longwell-Gilje, Felipe Rodriguez and Donna Pasternak of SOE.

Danielle Harke, an English teacher at RUHS, and Ashley Houston, an English teacher at Big Foot - had collaborated in teaching a shared English class last year, and the SOE expanded their model for the project. Harke and Houston's senior English classes were joined by Jerome Mehlorn's junior honors English class at Nicot. The students visited each other's schools, talked to the author of the main book they read, and took part in an all-day workshop at UWM on overcoming preconceptions and stereotypes. A UWM Peck School of the Arts film crew is creating a documentary about the project to share with other high schools.

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During their visit to Big Foot High School, the students made masks to express how they thought others saw them.

hands-on activities. The live plants and animals — part of an agriculture program — were a big hit. I “loved the bugs,” blogged Eni, an RHSU exchange student from Kosovo.

Students also discussed differences among their schools and lives. The Big Foot students were amazed that many of the restrooms were locked at RHSU, for example. The RHSU and Nicolet students learned that hanging out at the mall wasn’t as popular an option at Big Foot, where the nearest malls are miles away. And, not surprisingly, hunting and fishing were much more common pastimes at Big Foot.

**The impact of prejudice and stereotypes**

Students shared their feelings about how others perceived them or their school. Nathan Bopp of Big Foot blogged humorously before the others arrived at his rural school: “Pizza for lunch would be Plan A, but Plan B will be for us to take you into the slaughterhouse and kill some goats and pigs for lunch and cook them in our wooden pig roaster. Hope everyone likes fried meat too. We do it ourselves.”

Harold Young, of RHSU, wrote more seriously about perceptions of young African-American males in blogging about a market-making project he took part in at Big Foot. “I made a mask of a gangster because in the eyes of others, just because I’m black, I can’t be nothing else but that.”

In the end, most were enthusiastic about getting to know each other and felt they’d learned from the project.

“Across the Divide” could be an important first step in what has become a lifetime learning process for the students, says RHSU’s Hartle.

“Today change attitudes, you have to continue to have experiences like this. It’s easy to learn negative stereotypes and it’s hard to unlearn them.”

As the end of the semester approached, indications were that changed perceptions — and some friendships — will continue. Chinese exchange student Jiacheng (Jason) Liu of RHSU set up a Facebook site for the group, and plans are afoot for a get-together when they make their silver screen debut when the documentary premieres later this year.

For information, contact Bob Longwell-Grice (robert@uw.edu) or Donna Pasternak (dp@uw.edu).

**The right book for the RIGHT REASONS**

The three high school English teachers worked with Donna Pasternak, an associate professor of English Education at UWM, to choose the novel the students read as part of the class.

The planning team looked at several well-regarded young adult novels with African-American male protagonists to address issues of racism, but after long and thoughtful discussion, they chose Aftermath by Brian Shaner, and added selections from in Short, a collection of articles and stories about racial, cultural and gender stereotyping.

The other books considered also offered positive messages, but the teachers were concerned that some of the characters might reinforce negative stereotypes about African American males, says Robert Longwell-Grice, who helped lead the project for UWM. Another factor in the choice was that the majority of the students in the three classes were female, and those books had no strong female characters.

Aftermath focuses on the aftermath of a brutal fight in a restaurant parking lot between privileged boys from a Pennsylvania prep school and a group of students from the local high school. After the fight, Colin, one of the prep school students, is left severely brain-damaged. The story of the tutor’s class divisions and prejudices unfolds from the point of view of Colin’s mother, who discovers her son’s darker side, and the fast food restaurant’s manager, who is blamed for not stopping the fight.

Shaver, the manager, is fired as a result of the incident. He decides to investigate what caused the fight, hoping to justify his own failures to act. As he comes to terms with his son’s brain damage, Leo, Colin’s mother, begins to realize that her son’s role and actions weren’t entirely innocent either.

While they were at Big Foot, the students had a chance to talk via teleconference to Shaver, an associate professor of English at Missouri State University. The students asked the author questions about how he got the idea for the story, his favorite characters and the process of writing and publishing.

“Speaking with the author gave me an opportunity to clear up misconceptions that I had about the novel,” says Amber Smith of Nicolet. “I can appreciate how rare it is for you to actually sit down and talk with the person whose work you are reading.”

Shaver told the students that he wrote the novel because he wanted to investigate something about human nature and human society. “It’s more than just solving the mystery,” he added. “That’s why he set it in a place where there were social tensions, an underclass and an affluent class.”

Shaver told them that most of those making money as novelists today write popular thrillers, romances or science fiction/fantasy.

“I’d love reading and writing books even if I didn’t make any money. It takes an incredible amount of time and energy, and unless you’re Stephen King, you’re not going to get a big advance. It’s a terrible, terrible way to make money. You have to love literature.”

The “Across the Divide” team included teachers Houston, Molien and Hartke; UWM faculty and staff members Pasternak, Longwell-Grice and Felipe Rodriguez, recruitment coordinator for the School of Education and Jenny Plevin of the UWM Peck School of the Arts and her film crew.
During their visit to Big Foot High School, the students made masks to express how they thought others saw them.

The students made masks to express how they thought others saw them.

They also discussed what they were learning as they got to know each other.

Adams was hilarious and people thought they knew more about other kids because of widespread social networking, says Nicole’s mother, but in reality, “most students tend to network with their friends and their own social groups.”

Both in meetings and class discussions, many students talked, often carefully, about their own stereotypes and perceptions.

Some of the students from small, rural Big Foot, for example, expressed apprehension about gangs and violence in urban schools. Most admitted they had little experience with students who weren’t part of the white majority. “We don’t have the diversity of the other schools,” says Big Foot teacher Houston.

On the other hand, some of the more diverse group of RUSH students worried that the suburban Nicolet students would all be rich, white and “stuck up,” that they wouldn’t feel welcome at Central Big Foot.

What they found out

As the students began to get to know each other, many of their perceptions started to change. The city and country schools found that suburban Nicolet was actually very diverse, with a large number of students of different racial and ethnic backgrounds, including many Jewish students.

As RUSH, a Holocaust survivor talked about how prejudice impeded his life. It was an eye-opening experience, particularly for the Big Foot and RUSH students who, unlike many Nicolet students, had little personal experience with this period in history.

“We really didn’t know about the Holocaust except from movies and reading books about it,” says senior Dave Lee of RUSH.

Some of the MPS students worried that the others would find their school rundown and noisy. They were surprised when the visitors commented on the school’s beautiful architecture, their easy rapport with teachers and the high energy level.

And the Big Foot students, who’d written how small and plain their school was, found that the other students were impressed by the beautiful facilities, the school’s strong arts programs and numerous hands-on activities. The live plant and animal sections – part of an agriculture program – were a big hit.

“I liked the idea,” said the kids. “It was nice to see people of different backgrounds interact.”

The impact of prejudice and stereotypes

Students shared their feelings about how others perceived them or their school. Nathan Hopp of Big Foot blogged humorously about the students the arrival of his rural school. Pizza for lunch would be Plan A, “but Plan B will be for us to take you into the slaughterhouse and kill some goats/pigs for lunch and cook them in our wooden pig roaster. Hope everyone likes farmer food too. We bet it tastes nice.”

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“Across the Divide” could be an important first step in what has to become a lifetime learning process for the students, says RUSH’s Harris.

“To really change attitudes, you have to continue to have experiences like this. It’s easy to learn negative stereotypes and it’s hard to unlearn them.”

As the end of the semester approached, indications were that changed perceptions – and some friendships – will continue. Chinese exchange student Jason Liu of RUSH set up a Facebook site for the group, and plans are afoot for a get-together when they make their silver screen debut when the documentary premieres later this year.

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Patrick Kennedy's Law and Order:
Teaching diversity in a diverse city

Each moment contains the possibility of changing a life forever. Some changes are minor, barely noticeable. The way Patrick Kennedy's life changed on a warm summer evening in 1991 was definitely not minor.

Kennedy was a homicide detective with the Milwaukee Police Department (MPD). He and his partner had just come on duty. They were drinking coffee. The shift supervisor walked over and told them to check out a report that a couple of Milwaukee police officers had found a human head.

"Being cops, we joked on the way over, stuff like, 'We better not lose our heads over this one.'" Kennedy recalls. Kennedy is a 6-foot, 7 inches tall and played center on his college basketball team. At 27, he had already seen a lot during his 12 years with the Milwaukee police. But what he and his partner found that night in an apartment on the city's west side frightened him like nothing else ever had. And, in a way he couldn't foresee at the time, set him on a long and winding road toward eventually receiving the School of Education's 2009 Dissertation of the Year Award for his research, "Critical Race Theory and the Experience of Police Recruit: A Milwaukee Experiment."

What Kennedy and his partner found in No. 213 in the Oxford Apartments was infamous serial killer Jeffrey Dahmer, handcuffed and thrown to the carpet by two lucky Milwaukee police officers, their uniforms disheveled as if from a natural struggle. Kennedy looked around, stunned, and asked what was going on. Both cops just said, "You'd better look in the refrigerator."

Born and raised 19 years later, Kennedy tells the rest of the story with obvious emotion. Inside that "apartment-sized" refrigerator was the decapitated head of a young black man, who would turn out to be just one of Dahmer's 17 murder victims.

"On that night, I walked in the office and grabbed some coffee. I didn't end up on the Dahmer case because of any particular skills. I was just the guy on duty," Kennedy says. Nevertheless, he became one of the lead investigators in building the case against Dahmer, and embarked on a six-week odyssey, spending five days a week, eight to 10 hours a day talking with the man who would eventually be convicted and sent to prison for his crimes (Dahmer himself would later be killed by a fellow inmate).

"During the Dahmer trial, there was a palpable feeling in the gay, black and brown communities of Milwaukee that Dahmer had been allowed to live and go on killing people because nobody gave a **** about black people being killed," Kennedy says. It was an urban legend, but probably with some truth to it. It looked like there was going to be some kind of civil disorder in the city.

In response to growing unrest and accusations of racism against the MPD, Kennedy was one of 41 members of the police department chosen to receive training from the Washington D.C. Police Foundation in the nascent subject of diversity training ("what used to be called race relations," Kennedy says). Kennedy was one of the people chosen to go along with what they had learned to police in Milwaukee. His subject was "affirmative action." After presenting what he knew to Milwaukee patrol and detective units, Kennedy was given a new assignment: Provide diversity training to all new recruits.

"I quickly found I did not have enough material to teach. All I knew was from those 10 days of cultural awareness training from Washington. I heard that UWM was starting a degree in cultural foundations of education. Because the MPD wanted me to develop a cultural diversity program, the UWM program really resonated with me," Kennedy says. He met with Associate Professor Aaron Schatz, now chair of the Department of Educational Policy and Community Studies, where the new program was housed.

"I was very taken by how brilliant this guy was," says Kennedy, who began his degree in criminal justice at Mariano College in Fond du Lac and finished at Marquis College of Lamontsh, Wl. "He was just so bright. And even though I felt very educationally inferior to the guy, he treated me like a peer and a colleague from the very beginning. He was very down-to-earth. He was like a cop."

Schatz and other SOE faculty members, including Edgar Epps, Thaddeus Chapman and Raj Srinivathan, opened a new world of cross-cultural knowledge of critical race theory and participatory democracy, particularly as it might pertain to relations between police and communities.

Kennedy was now a student to be envied. He was a fourth generation cop; his father retired as a Detroit police officer and his uncle had been sheriff of Wayne County, in which Detroit is located.

Kennedy was able to put his newfound knowledge and ideas to work with his diversity training within the MPD. But even then, he knew he was fighting an uphill battle: too little time spent on this type of training to offset too many generations of entrenched racism. He was honored to be one of the first officers to see the results of this ongoing effort. "The MPD can do their training, but the classroom training can't be done in a vacuum," he said. "It has to be reinforced in the workplace."

"During the Dahmer trial, there was a palpable feeling in the gay, black and brown communities of Milwaukee that Dahmer had been allowed to live and go on killing people because nobody gave a **** about black people being killed."

Just two months before Dahmer's arrest, one of his victims, a 14-year-old Easton boy, escaped from the apartment on North 25th Street and staggered to the street below. The boy was raped, dismembered and obviously drunk or drugged. A crowd gathered to watch firefighters and three police officers arrive on this bizarre scene. Even more bizarre, Dahmer himself returned from the liquor store and approached the policemen. After assuring the police that the boy was in no danger, Dahmer even took them on a tour of his apartment and showed them photos of the boy, whom he called his lover. The police soon left. The boy died at Dahmer's hands. Kennedy tells the story:

"They (the Milwaukee police officers) went along with their training like everyone else. They were good cops, good men. I saw these guys risk their lives on numerous occasions for the citizens of Milwaukee. But here are a couple of white guys trained in methods of Anglo-Saxon control. Who do they believe? The tall, nice-looking well-educated guy who spoke their language -- the black neighbor who told them that 'something was wrong.'"

"If they had had a relationship with the neighbor, they would have said, 'Oh, boy, we'll take him in and get him checked out.' But they didn't know anyone in the neighborhood. So who did they respond to? The guy that fit their thought processes. Once I got that down, I started to look at ways to incorporate other voices into police training, how to use critical race theory, going all the way back to W.E.B. DuBois. The turning point was a book Dr. Epps made us read called The Souls of Black Folk. It was almost epiphanal. It was transformative for me."

That epiphany Kennedy experienced was what when police officers had greater knowledge of their own professional history, as well as the social and cultural foundations of the often volatile situations in which they found themselves, they were better prepared; they were less likely to use force, less likely to have citizen complaints, and more likely to have a better idea of the political and social ramifications of what they were doing on the job. In Kennedy's mind, they were just more savvy.

After receiving his master's degree from UWM in 2006, Kennedy had retired from the MPD and spent some time in a Peace Corps urban youth program in Ascension, Paraguay. Upon returning to the United States, he took a teaching job in the administration of justice program at Mariano College. A few years later, Kennedy was informed that he was to be considered for a raise and tenure, he would need a PhD.

"I called Aaron Schatz and he said, 'Let's just start this wonderful new program, The Social Foundations of Education PhD, in Urban Education.'"

Kennedy worked on his UWM degree part-time, while continuing at Mariano. The professor he met there deeply influenced his research and plans for his dissertation.

(continued on page 12)
Patrick Kennedy's Law and Order: Teaching diversity in a diverse city

Each moment contains the possibility of changing a life forever. Some changes are minor, barely noticeable. The way Patrick Kennedy's life changed on a warm summer evening in 1991 was definitely not minor.

Kennedy was a homicide detective with the Milwaukee Police Department (MPD). He and his partner had just come on duty. They were drinking coffee. The shift supervisor walked over and told them to check out a report that a couple of Milwaukee police officers had found a human head.

"Being cops, we joked on the way over, stuff like, 'We better not lose our heads over this one.'" Kennedy recalls. Kennedy is a hulking 6 feet, 7 inches tall and played center on his college basketball team. At 37, he had already seen a lot during his 12 years with the Milwaukee police. But what he and his partner found that night in an apartment on the city's west side frightened him like nothing else ever had. And, in a way, he couldn't foresee at the time, set him on a long and winding road toward eventually receiving the School of Education's 2010 Dissertation of the Year Award for his research.

"Critical Race Theory and the Experience of Police Recruits: A Milwaukee Experiment." What Kennedy and his partner found in No. 213 in the Oxford Apartments was infamous serial killer Jeffrey Dahmer, handcuffed and thrown to the carpet by two busy Milwaukee police officers, their uniforms drenched as if from a tropical struggle. Kennedy looked around, stunned, and asked what was going on. Both cops just said, "You'd better look in the refrigerator."

Not more than two years later, Kennedy tells the rest of the story with obvious emotion. Inside that "apartment-sized" refrigerator was the decapitated head of a young black man, who would turn out to be just one of Dahmer's 17 murder victims.

"On that night, I walked in the office and grabbed some coffee. I didn't eat up on the Dahmer case because of any particular skills. I was just the guy on duty," Kennedy says. Nevertheless, he became one of the lead investigators in building the case against Dahmer, and embarked on a six-week odyssey, spending five days a week, eight to 10 hours a day talking with the man who would eventually be convicted and sent to prison for his crimes (Dahmer himself would later be killed by a fellow inmate).

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"I quickly found I did not have enough material to teach. All I knew was from those 10-day summer workshops in training from Washington. I heard that UWM was starting a degree in cultural foundations of education. Because the MPD wanted me to develop a cultural diversity program to merge with the MPD diversity office and program that they were already pursuing, I confronted the dean and the chancellor. I was told it would take at least two years."

"I was very much taken by how brilliant this guy was," says Kennedy, who began his degree in criminal justice at Mariano College in Fond du Lac and finished at Marquette University in Milwaukee. "He was just so bright. And even though I felt very educationally inferior to the guy, he treated me like a peer and a colleague from the very beginning. He was very down-to-earth. He was like a cop."

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Kennedy was no stranger to law enforcement. He was a fourth generation cop; his father retired as a Detroit police officer and his uncle had been sheriff of Wayne County, in which Detroit is located.

Kennedy was able to put his newfound knowledge and ideas to work with his diversity training within the MPD. But even then, he knew he was fighting an uphill battle: too little time spent on this type of training to offset too many generations of entrenched racism. He was banned by city councilors from doing more diversity training unless it was just him and the MPD, one that would set him on the course toward his award-winning doctoral research project.

"During the Dahmer trial, there was a palpable feeling in the gay, black and brown communities of Milwaukee that Dahmer had been allowed to live and go on killing people because nobody gave a damn about black people being killed."

Just two months before Dahmer's arrest, one of his victims, a 14-year-old Laotian boy, escaped from the apartment on North 25th Street and staggered to the street below. The boy was naked, disoriented and obviously drunk or drugged. A crowd gathered to watch firemen and three policemen arrive on this bizarre scene. Even more bizarre, Dahmer himself returned from the liquor store and approached the policemen. After assuring the police that the boy was in no danger, Dahmer even took them on a tour of his apartment and showed them photos of the boy, whom he called his lover. The police soon left. The boy died at Dahmer's hands. Kennedy tells the story:

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'I remembered critical race theory and the writings of John Dewey from my master's, so I decided to look at what it would be like if we infused in the criminal justice system these concepts: participatory democracy, counter-totemism and critical race theory, the true history of 'race mixing,' much like I did with the MPD,' Kennedy says. Not only did these ideas form the basis of his dissertation, he was also able to introduce them into the curriculum at Marist College.

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Through his contacts in local law enforcement, he received permission to work with two groups: students in the Law Enforcement Recruitment Academy at Waukesha County Technical College (WCTC) (the 'control group'), and police officers at the MPD Police Academy. Kennedy administered the same test to each group at the beginning of their training, a test designed to measure diversity needs analysis, including judging the awareness and knowledge of other people, and skills apparent in dealing with people. The WCTC trainees then received their normal training; the MPD trainees, however, received 16 hours of Kennedy's own pedagogy in critical race theory, based on his research and his years of experience as a diversity trainer. For the qualitative results, he also interviewed 44 members of the MPD class. He administered the original test again at the end of each class's training and compared the results - results which confirmed the basis of his hypothesis.

In the MPD group, which received the additional training, test scores improved dramatically: in fact, it turned out you could predict how much higher they would score. In the WCTC group, where they received their regular 16 hours of training, the scores either stayed the same, or regressed.

Kennedy teaches part-time in the Associate of Applied Science Degree Program in Criminal Justice at Sanford-Brown College in West Allis, where he is also on the department's advisory board, and is a lecturer in criminology at UW-Milwaukee's Helen Bader School of Social Welfare. With his Ph.D. in hand, he would like to teach full time in the Milwaukee area, expanding on the pedagogy he has already used with his Sanford-Brown students.

'I have this opportunity because I was a cop and I support the cops. You can write policy till you're blue in the face, but if there is no one to implement it, you're not going to get the results the community deserves,' he says.

The UWM investigators are looking at a variety of psychological stressors and issues that may arise for MPD employees and their families. The team is particularly focusing on "employees completed suicides" in an effort to establish best practices regarding suicide education and intervention.

Based on data collected so far, Amrkt says the researchers' recommendations may include an increased focus on mental health training for employees, as well as exploring new pathways of coordination among the department's existing mental health resources.

Founded in 1989 after the fatal shooting of two Milwaukee police officers, POST provides access to high quality support services for members of the law enforcement community, who may be suffering from emotional, personal, physical, or stress-related difficulties. POST keeps no records other than statistical data and exists to provide a voluntary and confidential outlet for officers, employees, and their families who have a mental health diagnosis or who may have concerns about their job, their home situations, or both.

A member of the SOE faculty since 2005 and Milwaukee native, Amrkt was a Milwaukee police officer from 1990 to 1996 before he left to pursue his master's degree in Educational Psychology - Community Counseling. She serves as program consultant to POST and law enforcement agencies throughout Wisconsin. "I loved being a cop, and the experience opened the door for what I am doing now. In my own counseling practice, I see police officers from all over Wisconsin, and almost all of them have been through traumatic experiences," Amrkt says.

For information, contact Leah Amrkt (lamrkt@uwmu.edu).

History books are constantly being rewritten, but political pressures sometimes impact the way history is presented.

To the VICTORS (and others) go the HISTORIES

Winston Churchill said history is written by the victors.

In today's United States, history is often written - or censored - by the politicians that drive textbook producers and curriculum guidelines.

Earlier this year, the Texas Board of Education approved a social studies curriculum that criticizes American capitalism, the American flag, and the United States military, while promoting Communism.

In another example, last year in Milwaukee, a coalition of parents and educators raised concerns about a newly adopted social studies textbook series. Critics alleged the textbooks downplayed the successes of capitalism and modern industry.

"Teaching history or social studies is not easy. It's complicated," says Randy Goree, senior lecturer in Curriculum and Instruction. With these subjects particularly, he says, teachers and schools are dealing with controversial and messy issues - "all the worst as well as the good stuff - but it's always been this way."

Goree teaches social studies teaching methods and works with teachers and school districts in the Milwaukee metropolitan area on geography education and social studies. He is past president of the Wisconsin Council for the Social Studies.

Controversies have always raged over what should be in the textbooks or the curriculum, and the pendulum of what should be included and what should be left out has always swung with the political winds, says Goree. However, he adds, that well-prepared teachers of social studies and history have never relied totally on their textbooks. And today, teachers have more tools than ever to help their students develop critical, thoughtful citizens.

"The explosion of technology has really changed the teaching of history and social studies," he notes, allowing creative teachers more flexibility than ever in piecing their lessons. Teachers may still use the textbooks, but they can bring in a lot of other material.

The internet, for example, makes it easier to access primary sources, avoiding some of the issues that arise when history is written in the heat of the moment - or certain aspects are ignored. Instead of, for example, talking about the systematic takeover of American Indian lands by settlers, a textbook may simply say "the Indians moved West," says Goree. A good teacher can point students to primary sources and documents, now available online, that flesh out the story.

And television productions - from Ken Burns' documentaries to History Channel specials, give teachers and students the opportunity to look at history and issues from multiple perspectives.

Geography teachers have not just maps and textbooks, but Google Earth to show students the world.

In teaching future teachers and working with current teachers, Goree sees many examples of creative use of new tools and multiple points of view. One teacher taught about the Constitution, adding a Native American perspective. That teacher took the extra time to teach each students about the Great Law of the Iroquois as an example of a how a government structures the lives of a people. Another award-winning local teacher had students interview friends and neighbors for an oral history of the impact of World War II on their local communities. With a donation, the students published their book.

The biggest challenges in going beyond the textbook, says Goree, are choosing credible sources and finding the time to weave such extra material into a well-structured curriculum.

But, good teachers do that because it's important, he says. "We need to get kids to look at the issues as critical consumers of history and the world around them - with the goal of becoming good citizens."

For information, contact Randy Goree (rgoree@uwm.edu).
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"I remembered critical race theory and the writings of John Dewey from my master's, so I decided to look at what it would be like if we infused in the criminal justice system these concepts: participatory democracy, critical race theory, the true history of "race washing," much like I did with the MPD," Kennedy says. Not only did those ideas form the basis of his dissertation, he was also able to introduce them into the curriculum at Maritan College.

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In today's United States, history is often written—or censored—by the politicians that drive textbook producers and curriculum guidelines.

Earlier this year, the Texas Board of Education approved a social studies curriculum that critics say punts a conservative slant on history and social studies, mandating an emphasis on the founding fathers' religious beliefs and study of the conservative resurgence of the 1980s and 1990s. Because Texas is a major buyer of textbooks, its standards affect most textbook publishers. Proponents of the changes said they "added balance" to the textbooks. Critics said the board members were "rewriting the history of not only Texas, but of the United States and the world."

In another example, last year in Milwaukee, a coalition of parents and educators raised concerns about a newly adopted social studies text book series. Those critics argued that the series ignored or glossed over racism and anti-Semitism at some grade levels, and didn't adequately cover major social movements that addressed injustices. A number of SOE faculty members were involved in a social studies task force that met with the school district and the publisher to resolve issues.

Although such controversies generate a great deal of media attention andtırings of public opinion, they are nothing new in American education. Mexico, a member of the faculty who teaches future educators how to teach history, economics, social studies, geography, said: "Teaching history or social studies is not easy. It's complicated," said Randy Goree, senior lecturer in Curriculum and Instruction. With these subjects, particularly, he says, teachers and schools are dealing with controversial and messy issues — "all the wars as well as the good stuff — but it's always been this way."

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Out of the classroom, into the...CLASSROOM

It is the one place students in teacher education programs see in their future—but the classroom is also the one place you don’t want to enter without enough preparation.

So why does SOE students undergo many hours of observation and guided student teaching before they can earn their teaching certificates and head out into the world of students, parents and principals?

UWM offers 20 teacher education certifications across three programs—Curriculum and Instruction and Exceptional Education departments, and UWM’s Peck School of the Arts. Although the specifics of field experiences and student teaching differ—from program to program, UWM’s commitment remains the same: to prepare students for teaching in urban schools.

This commitment is strengthened through numerous partnerships and with field sites in more than 100 schools in the greater Milwaukee area. Typically, more than 600 UWM students are in the field during the spring and fall semesters; nearly 400 students apply for their initial or supplemental teaching licenses each year. Throughout all the teacher certification programs, students have multiple experiences in schools, observing master teachers, learning about their students and the communities in which they live, working to understand the culture of schools, planning and instructing, collaborating with peers and school staff members.

The majority of UWM students are placed with cooperating teachers in urban schools (about 90 percent go to Milwaukee Public Schools). These cooperating teachers remain the teachers of record throughout the students’ experience.

The SOE takes its mission of preparing urban educators very seriously, and prospective candidates for teacher education programs are expected to attend UWM because of a desire to teach in an urban classroom.

Student teaching is required for a number of reasons, according to Emily Frazier, SOE’s Field Experience Manager.

“Students need to and are eager to practice their craft. Student teaching serves as an introduction to the field; it allows students to observe and tutor students in their classrooms, to run lesson plans and to learn classroom management,” says Frazier.

As UWM, field experiences are cumulative. Responsibilities and commitments of time increase as students move through their respective programs. Field experiences begin in introductory education courses, and can be classified in two categories:

Pre-Student Teaching—In connection with introductory and methods courses, students are placed in the field to observe and teach individuals, small groups and/or entire classes. They are given opportunities to apply the instructional practices learned in their courses and to reflect on their professional growth. Time requirements vary among programs and semesters, usually from three to 15 hours a week.

In CURRINS 310 (Introduction to Teaching), the school’s basic introductory course, students receive a broad overview to prepare them for their initial field experience, covering issues such as professional development and legal issues they may face.

Introduction to Teaching students do 50 hours of fieldwork and are assigned two per teacher. They set their own schedule directly with the teacher. For many of these students this is the first time in a classroom since they were pupils in school.

Student Teaching—At the final student teaching experiences is an individual placement in which all students are required to be in a school for 20 weeks (following the school district’s calendar), five days a week. At some point during the semester, students are expected to assume full teaching responsibilities. Under Wisconsin Department of Public Instruction guidelines, student teachers are observed by a university supervisor at least four times throughout the 20 weeks.

The SOE holds two orientations for new student teachers, in January for the spring semester and in August for the fall semester. In these sessions, students typically hear presentations covering the Wisconsin Education Association (teachers’ union), legal issues in education, career development, and the materials available to them in UWM’s Curriculum Library. Later in the day, they meet with their program’s chairperson to discuss policies, procedures, expectations, lesson plans, supervision and schedules specific to teaching. In the spring 2010 orientation, they also heard from Indonesia’s president, an ad hoc professor and private counselor who has received national recognition for publications and seminars on child abuse, neglect and sexual abuse.

One of the most popular features of recent orientations has been a panel of SOE students who just completed their teaching assignments. In January, three students talked to their peers in the Early Childhood Education program about their classroom experiences. Cooperating teachers (to whose classrooms students work) obviously are an integral part of the system. Frazier’s office oversees their selection.

“We require that our cooperating teachers be recommended by their principals and that they have training in being a co-op teacher. That way, we’re working with a group of volunteers. As much as we can, we try to match the teacher’s personality to the student[s]. If a student is not strong in classroom structure, for example, we’ll find a teacher who can assist him or her. We continue to supervise the students’ placements during the school year. We ask, ‘who will supervise our students, will the co-op teacher be a good mentor, will the school be a welcoming place?’”

SOME LESSONS FOR STUDENT TEACHERS

The SOE provides suggestions for student teachers that are designed to make their experience as rewarding and comfortable as possible, as well as avoiding common pitfalls:

• Establish a regular schedule for your fieldwork. Confirm your availability with your cooperating teacher weekly. Be punctual and dependable.

• Dress professionally, using the appearance of your cooperating teacher as a guide.

• Remember that you are a guest in the classroom; you are not the teacher. Listen and be responsive to your cooperating teacher’s suggestions for activities.

• Learn the names of all of the students in your classroom and get to know them. Know when a student is seeking attention rather than help.

• Be a role model and a teacher for the students. Do not try to be a buddy.

• Discuss concerns with your cooperating teacher first. Advise your instructor of sensitive situations.

• Take responsibility for your success. If you do not feel that you are involved in enough activities, take the initiative by politely suggesting some tasks you might like to perform. Use questions such as, “Would you mind if I...?”, or, “Would it be OK if I...?”, or statements such as, “I would really like to try...”

• Ask questions often. Learn not only what is going on in the classroom, but in the school as a whole.

• Know what your responsibilities are when you are outside of the classroom as well as during activities.

• Learn the operations of the classroom and the style and techniques of instruction used by the cooperating teacher. Make every attempt to fit into the existing structure. You are not there to make changes.

• Express ideas in a professional manner; you are being judged as a professional.

• Be enthusiastic and enjoy yourself!

ON THE JOB: STUDENT TEACHING

Students who are employed as teachers in a post-baccalaureate degree program may be able to fulfill some or all of their student teaching requirements while on the job. Such student teaching must be in the specific area in which certification is being pursued through the SOE. It must be approved through a faculty advisor, as well as by the employing school. On-the-job student teachers must meet all the criteria established for all student teachers in their program, and must still seek endorsement for a regular license.
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The majority of UWM students are placed with cooperating teachers in urban schools (about 90 percent go to Milwaukee Public Schools). These cooperating teachers remain the teachers of record throughout the students’ experience.

The SOE takes its mission of preparing urban educators very seriously and prospective candidates for teacher education programs are expected to attend UWM because of a desire to teach in an urban context.

Student teaching is required for a number of reasons, according to Emily Frazier, SOE’s Field Experience Manager: “Students need to and are eager to practice their craft. Student teaching serves as an introduction to the field; it allows students to observe and tutor students in their classrooms, to run lesson plans and to learn classroom management,” says Frazier.

As UWM, field experiences are cumulative. Responsibilities and commitments of time increase as students move through their respective programs. Field experiences begin in introduction education courses, and can be classified in two categories:

Pre-Student Teaching — In connection with introductory and methods courses, students are placed in the field to observe and teach individuals, small groups and/or entire classes. They are given opportunities to apply the instructional practices learned in their courses and to reflect on their professional growth. Time requirements vary among programs and semesters, usually from three to 15 hours a week.

In CURRENTS 2010 (Introduction to Teaching), the school’s basic introductory course, students receive a broad overview to prepare them for their initial field experience, covering issues such as professional development and legal issues they may face.

Introduction to Teaching students 50 hours of fieldwork and are assigned two per teacher. They set their own schedule directly with the teacher. For many of these students this is the first time in a classroom since they were pupils in school.

Student Teaching — The final student teaching experiences are an individual placement in which all students are required to be in a school for 20 weeks (following the school district’s calendar), five days a week. At some point during the semester, students are expected to assume full teaching responsibilities. Under Wisconsin Department of Public Instruction guidelines, student teachers are observed by a university supervisor at least four times throughout the 20 weeks.

The SOE holds two orientations for new student teachers, in January for the spring semester and in August for the fall semester. In these sessions, students typically hear presentations covering the Wisconsin Education Association (teachers’ union), legal issues in education, career development, and the materials available to them in UWM’s Curriculum Library. Later in the day, they meet with their program’s chairperson to discuss policies, procedures, expectations, lesson plans, supervision and schedules specific to teaching. In the spring 2010 orientation, they also heard from Jim Finnegan, an ad hoc prostate and private counselor who has received national recognition for publications and seminars on child abuse, neglect and sexual abuse.

One of the most popular features of recent orientations has been a panel of SOE students who just completed their teaching assignments. In January, three students talked to their peers in the Early Childhood Education program about their classroom experiences.

Cooperating teachers (in whose classrooms students work) obviously are an integral part of the system. Frazier’s office oversees their selection.

We require that our cooperating teachers be recommended by their principals and that they have training in being a co-op teacher. That way, we’re working with a group of volunteers. As much as we can, we try to match the teacher’s personality to the student’s. If a student is not strong in classroom structure, for example, we’ll find a teacher who can assist him or her. We continue to supervise the student’s placements during the school year. We ask, “Who will supervise our students, will the co-op teacher be a good mentor, will the school be a welcoming place?”

SARAH HERNANDEZ

I’m glad they offer support for us, UWEA and other organizations, and letting us know that they are available here as well, letting us know we have a support team because that’s really important to us.

MATTHEW KNOTT

I learned what our rights were, what we had to do in the classroom, things we could do and couldn’t do; yesterday, we learned about child abuse and the signs to know what our responsibility is as mandatory reporters. If we see anything suspicious, to assume full teaching responsibilities. Under Wisconsin Department of Public Instruction guidelines, student teachers are observed by a university supervisor at least four times throughout the 20 weeks.

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SOME LESSONS FOR STUDENT TEACHERS

The SOE provides suggestions for student teachers that are designed to make their experience as rewarding and comfortable as possible, as well as avoiding common pitfalls:

- Establish a regular schedule for your fieldwork. Confirm your availability with your cooperating teacher weekly. Be punctual and dependable.
- Dress professionally, using the appearance of your cooperating teacher as a guide.
- Remember that you are a guest in the classroom; you are not the teacher. Listen and be responsive to your cooperating teacher’s suggestions for activities.
- Learn the names of all the students in your classroom and get to know them. Know when a student is seeking attention rather than help.
- Be a role model and a teacher for the students. Do not try to be a buddy.
- Discuss concerns with your cooperating teacher first. Advise your instructor of sensitive situations.
- Take responsibility for your successes. If you do not feel that you are involved in enough activities, take the initiative by politely suggesting some extra time you might like to perform. Use questions such as, “Would you mind if I...?” or “Would it be OK if I...?”, or statements such as, “I would really like to try...”
- Ask questions often. Learn not only what is going on in the classroom, but in the school as a whole.
- Know what your responsibilities are when you are outside of the classroom as well as during activities.
- Learn the operations of the classroom and the style and techniques of instruction used by the cooperating teacher. Make every attempt to fit into the existing structure. You are not there to make changes.
- Express ideas in a professional manner; you are being judged as a professional.
- Be enthusiastic and enjoy yourself!!

ON-THE-JOB STUDENT TEACHING

Students who are employed as teachers in a post-baccalaureate degree program may also be able to fulfill some or all of their student teaching requirements while on the job. Such student teaching must be in the specific area in which certification is being pursued through the SOE. It must be approved through a faculty advisor, as well as by the employing school. On-the-job student teachers must meet all the criteria established for all student teachers in their program, and must still seek endorsement for a regular license.
UWM educator takes
DISTANCE EDUCATION
to new lengths

"Distance Education" is often used as a synonym for online education. But for Ruth Short, associate professor in Curriculum and Instruction, distance education means hopping into her car for a 500-mile round trip to northern Wisconsin every other week. "I'm the UW-Milwaukee campus," she says.

Short worked with teachers in the Rhinelander School District two days a week to help improve first and second-grade student reading skills through UWM's Early Reading Empowerment (ERE) program. ERE focuses on helping students in the early grades who are having the most difficulty learning to read. Rhinelander school district officials had read about the program in an academic journal article Short wrote.

The ERE program is focused on critical early childhood years that are key for developing reading skills that are the foundation of all learning, says Short. Those years are often frustrating for students who struggle with reading. Early Reading Empowerment focuses on helping teachers build the reading skills and confidence of these students in small, carefully selected groups. Says Short: "If we can get the kids to believe in themselves and become confident readers before they fall behind, it sets the stage for success all through school.

"The district had decided that the best use of their stimulus money was to invest in improving reading," says Short, whose focus is on early literacy. After reviewing a number of national programs, and a presentation from Short, the district officials chose the program. SOE Dean Alfredo Thuman gave the go-ahead for Short to teach the remote class for 24 teachers, who earned three graduate credits in a semesters-long program.

While UWM's School of Education has long had an emphasis on urban education, Short has found that students in rural areas and small towns like Rhinelander are suffering many of the challenges of urban schools. The area has a high rate of unemployment and, just like in city schools, some students face economic and family problems. Good reading skills will help them build a foundation for future learning and success, says Short, so the school district is using its funds wisely.

After just the first semester of work, the district's teachers reported improved reading scores, and observed that Rhinelander children are gaining confidence in their reading skills and improving their comprehension. The students are often the best "spokespeople" for the program. Short recalls one student, whose teacher helped him improve his reading through techniques she learned in the ERE program. "Joe is our 'motivational speaker.'" His teacher reported that he was encouraging other students when they faced a learning challenge. "Don't ever give up," he told them. "We can do this."

Early Reading Empowerment was developed at UWM by faculty member Mary Jette and Sue Haerel, a graduate student in Jette's class, in 1996. ERE focuses on helping teachers identify what the children know how to do as readers and build a bridge from those strengths to new learning. The program also helps teachers encourage young learners to solve reading problems themselves so they can become confident independent readers.

The students start with short, simple books with lots of pictures. "As they learn to 'decode' (make words out of the letters on the page, initially by matching sounds with letters), the pictures start to go away," says Short.

The teachers encourage students to develop strategies that help them figure out not just what the words are on the page, but what they mean. Each book is short, and students are continually reading new books to assure that they're not just memorizing, says Short, but actually understand what they read.

"The kids can see themselves making progress," adds Short. "They know they're getting better."

Short worked with the 24 teachers in groups of 12. Each " cohort" group alternated between mornings and afternoons so the teachers were not out of their classrooms at the same time each day. The groups used videos of their teaching and peer coaching to build their skills and develop strategies to help struggling readers.

For information, contact Ruth Short (rshort@uwm.edu).

SOE collaborates with PECK SCHOOL OF THE ARTS

UWM STUDENTS WHO WANT TO TEACH ART as well as create it are in good shape in SOE courses that lead to their teacher certifications.

Peck School of the Arts students in four programs—dance, music, theater and art and design—can integrate their degrees in art with SOE courses that help prepare them to teach in grades K-12. Peck's Art and Design Education program is the largest in the state: training, internships and placing students in professional careers in public and private schools. As a result, the program boasts a 100 percent employment placement record.

In addition, the Peck School's arts education faculty serves as a vital resource in the community training teachers, conducting research and creating and implementing innovative programs—from video in the Schools to the Youth Word Ensemble—that serve students in Milwaukee Public Schools (MPS).

Arts students seeking certification typically choose from among SOE courses in Curriculum and Instruction (Teaching of Reading or Reading Development in Content Areas). Exceptional Education and Educational Psychology. In addition, they take courses within the Peck School that concentrate on methods and pedagogy in their particular areas. Like students in the SOE's Teacher Education programs, Peck students also complete field experience and student teaching.

Joe Bruins, a 24-year-old visual artist from Madison, earned his BFA in sculpture and continued toward teacher certification. He is scheduled to complete student teaching in MPS this fall. Although he had no interest in becoming a teacher when he was younger, a job in the continuing education program at Milwaukee Institute of Art and Design started him on a different path.

"I had the luxury of great public art program in Madison. It's given me a voice and now, so it's natural that I would want to provide that experience for others," Bruins says. At first, he thought he would teach high school students, but his field experience with younger students has led him to consider middle-school ages, as well.

"To help students create projects...that allow them to see beyond whatever stands in their way, is one of the most powerful things you can offer someone."

—Joe Bruins (continued on page 18)
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“To help students create projects... that allow them to see beyond whatever stands in their way is one of the most powerful things you can offer someone.”

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(continued on page 18)
Brums will continue to work as an artist in his home studio in the Walker's Point section of Milwaukee, exploring two- and three-dimensional art. He is just as eager to bring his love of art to his students.

"I've typically worked with inner city students, and I want them to be able to see new vistas to create windows for them to see beyond their immediate environments, which may not be really hopeful for them," Brums says. "To help students create projects where they can have experiences that allow them to see beyond whatever stands in their way, is one of the most powerful things you can offer someone."

Brums' advisor was Kimberly Cosier, associate professor of Visual Arts and head of the art education program. Like all the Peck faculty members, she is a passionate advocate for teaching the arts in school, advocating on the local, state and national levels. Peck School faculty is often involved with area groups that deliver art-related education in different ways. Peck's BFA in art and design includes some 30 visual arts education majors a year. Many of them are double majors in studio art and art education, and as many as one-third are pre-baccalaureate students, returning with BFA's from UWM and other universities. All have field experience in MPS and student-teaching semesters in urban and suburban schools.

They share at least one thing: dedication to teaching the arts in urban schools.

"We expect them to be advocates for students and their art education," Cosier says. "Our mission is social justice through art education; we make it very clear, if they’re not ready to be teachers and change agents, they should go to another program."

Dance students who pursue their teaching certifications work with Marcia Parsons, professor of Dance and head of Peck’s dance education program. With her, they find another passionate advocate, who believes that the arts are integral to students’ ability to form.

"The arts teach divergent thinking, problem-solving skills, creating solutions and how to work collaboratively," Parsons says. "Businesses are telling us they need – and are not getting – young people who know how to collaborate, and solve problems with teamwork. The arts help to do this."

Dance education students receive 160 hours of observation and "microteaching," including elementary, middle and high schools in MPS. Combined with their SOC coursework, dance students learn to create an entire curriculum, as well as the methodologies of teaching dance and movement.

UWM-certified arts education students teach at a number of area schools, including MPS's Lincoln School of the Arts and Roosevelt Creative Arts Middle School, University School of Milwaukee, Marquette University High School and Pius XI High School.

Parsons says cuts in school funding have created what she believes is a temporary dearth of dance education jobs around the country. But there are still many entrances on stage.

"I get a lot of calls from suburban schools for students who can help them rehearse a musical, for example. These are wonderful minijobs. If that person does well, the school may end up finding a halftime position. Sometimes people in dance build their jobs that way."

Interesting conversations in class

Cyrus Smith says it can be a challenge to teach a class which contains both SOE teacher education majors and Peck School of the Arts majors who are planning to become teachers of the arts.

"It’s a challenge that the associate professor in Curriculum and Instruction is highly qualified to take on. "I was hired to design and teach this course back in 1976. For the last 10 years, it’s been my primary class," says Smith, known to his colleagues as Rus.

Peck students seeking teaching certificates are required to take either Teaching of Reading for teachers licensed to teach grades 1-8 or Reading in the Content Areas: Middle, Junior and Senior High Schools. (Smith teaches the latter.)

Smith typically teaches three sections of Reading in the Content Areas in a semester. In a class of 30, there might be eight to 12 Peck students preparing for their teaching careers. Most are fine arts and music majors, followed by theater and dance majors.

"We try to accommodate all their interests," he says. "We talk at literary with differing degrees of responsibility, trying to show students that there are things they can do to be more effective teachers and make the students they’re teaching more effective learners."

Smith explains how the future educators may use various kinds of content to teach lessons about their particular areas.

Fine arts majors, for example, might incorporate a work of art in their lesson plans.

"There is information they can draw from that artwork. They can talk about how the artist used lines, textures, tones. They can compare two pieces by the same artist, or different artists, and have students make informed judgments on their preferences," says Smith.

While it may seem innocuous to mix artists with future social studies and English teachers in the same class, Smith says it sparks interesting conversations.

"What's nice is we can start talking about issues and differing methodologies, and see how they apply to subject areas in different ways."

For more information, contact Cyrus Smith (csmiths@uwm.edu).
"We expect them to be advocates for students and their art education."
—Kimberly Cosier

Marcia Parsons, above and left, leads a class in body movements.

FOR MORE INFORMATION
Kim Cosier (kcosier@uwec.edu)
Marcia Parsons (marcamp@uwec.edu)

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"Kids have to know how to invent movements, there's no one way to do it. That's a critical educational experience, and students aren't getting it in high school."

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For information, contact Rus Smith (russmith@uwm.edu).
Most UWM education graduates are finding jobs within six months of graduation.

**Admission and other areas of education**

"Whatever their aspiration, students need to look into the marketability of what they’re going into," says Larry Martin, chair of Administrative Leadership. The Department of Labor’s occupational handbook provides useful information on the outlook for various professions and jobs. It’s online at www.bls.gov/oосe/.

Administrative Leadership programs are open to graduate students, many of whom are already working as education professionals, says Martin.

In Educational Administration, which educates school principals, superintendents, business managers, directors of special education and teacher leaders, approximately 80 to 85 percent of the students in the program already have a job, he says.

However, he adds, many are seeking toward required certifications or to improve their skills to move up in their current job or look for a different field. While the 2019 ASEE handbook lists principals in the category of “balanced supply and demand,” that may change. The Labor Department sees this field growing about eight percent from 2018-18. As “Baby Boomer” principals and administrators retire, more opportunities are available in the field, says Martin.

In addition, because today’s principals and education leaders have increased and more complex responsibilities requiring master’s and doctoral degrees, not as many candidates are prepared for the positions that are open. “There are more opportunities because they (school districts) are seeing fewer applications," says Martin.

Another area of growth is in the administration of preschool and day care centers because fewer children are being cared for in private homes.

Higher education administration and adult education are also areas where there are continued job opportunities, says Martin.

The number of students going to college is going to increase, and there’s a need for people to work with adult returning learners," he says. Areas like workforce development, vocational education and adult literacy are all seeing demand. Corporations are also focused on training workers in new technologies, leading to openings for instructional designers and corporate trainers.

In these areas, says Martin, “the job opportunities should be excellent.”

For information, contact Bob Longwell-Gtrie (Robert@aume.org) or Larry Martin (larrymartin@uw.edu).

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**FRIDAY, October 15th**

**Annual Breakfast Series**

For School Administrators & Leaders

**SOUTHERN HAT CAKES - HOT TOPICS**

Join us for breakfast at the UWM Annual Breakfast Series. The breakfast series is designed to bring new and engaging ideas to current issues confronting school administrators and leaders. We welcome a wide array of individuals in school leadership positions.

**Keynote Address:** The School Discipline Net Framework: What it is and how it contributes to school leadership.

**Date:** Friday, October 15

**Time:** 7:30-9am

**Location:** UW-Milwaukee Union

**Cost:** $35 (free parking in Union garage)

**Program details and online registration available at www.educutreach.uwm.edu. Click on the Breakfast Series link to register.**

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**Editor:** Fall, 2010

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**Editor:** Fall, 2016
JESSICA AND GLYNN LANE base both had a longstanding interest in the sciences, but their job paths initially took them in other directions. Now, the economic downturn that impacted both of their jobs has revived their interest in combining their love of science with a profession.

The husband and wife team are UWM education students, preparing for careers teaching science. Jessica hopes to teach biological science, and Ginny is interested in teaching physics and chemistry at the high school level. They have two young children and try to arrange their academic schedules so they're in class on alternate days. The Lanes are typical of the many education students who are taking a focused approach to majors and certification programs to make it more likely they'll find a job when they graduate.

"Students are becoming more aware of what they need to get a job, and they're adding the certifications and focusing on the areas where there is demand," says Robert Longwell-Grice, director of the SOE's Office of Academic Services (OAS).

Recent news stories have painted an alarming picture of the job outlook for education graduates—Milwaukee Public Schools (MPS) for example, recently laid off hundreds of teachers. As state and local school district finance pressure from reduced tax collection because of the economy, many districts are becoming more cautious in hiring (OAP recently announced it was bringing back a significant number of laid-off teachers).

Nationally, "the job market for educators reflects a lessening demand in many teaching fields and signals a more difficult task for those who are job hunting," according to the 2009 American Federation of Teachers' AEAEEEE (American Association for Employment in Education) Job Search Handbook. The handbook studies supply and demand in teaching and education administration fields.

Most UWM education graduates are finding jobs within six months of graduation, says Longwell-Grice, but they may not find them as quickly as they'd hoped or exactly where they hoped. "Students who may have planned to start at a public school are finding jobs in a charter or alternative school," he notes.

And, in teaching, "location, location, location" is almost as important as its real estate. "Many of our graduates prefer to stay in Wisconsin," says Longwell-Grice. However, while the supply and demand of teachers in the state overall is balanced, in some fields like elementary education, the supply of teachers far exceeds the demand. For students who are geographically flexible, there are more opportunities. States like North Carolina, for example, are actively recruiting teachers, and students willing to teach abroad are also in demand.

In the teaching field, certain subject areas still have a strong demand—though that demand varies by state. In general, teachers who specialize in mathematics or sciences, or who are certified in special education, English as a Second Language (bilingual) education or American Sign Language, have a head start in the job hunt, according to SOE and national experts.

Brigid Whitney, a 2009 alumna who teaches fifth grade science in Washington, D.C., wrote to Longwell-Grice that she appreciated the preparation she received in science education and would volunteer to improve it further. "Upon being hired at D.C. public schools, I was told that I was the most prepared first-year teacher they had interviewed and were looking to recruit from UWM," she added in her note.

While there has been a steady increase of interest in the area of ESL and bilingual education, some excellent graduates with certification haven't yet found jobs, says Raquel Oxford, program director of the SOE's World Language Teacher Education program. However, she adds, while hiring is down at MPS, there are opportunities in Racine and Waukesha as well as in other states.

Oxford sees a broader view of the value of skills in ESL/bilingual education. "Demographic trends indicate higher numbers of culturally and linguistically diverse students in the U.S., so the ideal would be for all teachers to have some background in teaching English learners."
The SOE is one of the partners in an early literacy program that just received a major federal education grant.

The Department of Education announced recently that the Milwaukee Community Literacy project, led by the Boys & Girls Clubs of Greater Milwaukee, was one of 49 funded projects through the Investing in Innovation (I3) Fund. The award of $4.14 million will allow the clubs to expand and enhance the SPARK (Spheres of Proof) Achievement in Reading for Kids) program.

The School of Education, which has been involved in the SPARK project since it began five years ago, provides tutors and training for the program. Through SPARK, UWMilwaukee students work at Boys & Girls Clubs of Greater Milwaukee sites and in select Milwaukee Public Schools to provide supplemental reading instruction to students in kindergartens through third grade.

This year, SPARK will hire 50-60 UW-M students to work with the program in eight different schools.

The program works to improve reading proficiency among struggling readers through one-on-one tutoring during school hours and group-based tutoring and independent reading after school. UW-M students involved in the program are AmeriCorps members, receiving both a stipend and an education award for their efforts. They may also receive college credit.

Many of the UW-M students involved are education majors, though tutors also come from other backgrounds, says Rob Longwell-Grice, director of the SOE's Office of Academic Services (OAS). UW-M's liaison to the project. Ruth Short, associate professor of education, is an adviser and trainer for SPARK.

The I3 fund, which included a state competition for Race to the Top money, also allowed school districts, nonprofit groups and institutes of higher education to apply for funding for innovative, collaborative programs. Almost 1,700 proposals were submitted, but only 49 proposals were selected.

David Kimmons, vice president of governmental affairs for the Boys & Girls Clubs, said the Community Literacy Project is intended to support 500 young readers. The new money will also allow Boys & Girls Clubs staff to make home visits to meet with the students' parents, and encourage literacy outside the classroom.

The Wisconsin Center for Education Research at UW-Madison also is a partner; money from the new grant will fund its work evaluating the effectiveness of the literacy program.

One of the science projects the middle- and high-school students worked on at UWM this summer was building plastic bottle rockets. Working with teachers from the SOE's science education program, they experimented with different ways to design their rockets so they would fly high and far. Then the students tested the water-propelled rockets to see how their designs worked in practice.
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More than 350 middle- and high-school students spent part of their summer on the UW-M campus — and the SOE helped some of them build rockets and mice.

The students, most from Milwaukee Public Schools (MPS), explored academic subjects and possible careers, all while making plans for their future, says Denise Snow, interim executive director of the TRIO and PreCollege Programs office. The office coordinates efforts to increase the number of students from diverse backgrounds who complete high school and move into postsecondary education.

SOE Professor Craig Berg led the summer mathematics and science component of the federally funded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). This was one of a number of summer offerings through the TRIO and PreCollege Programs office that gave students the chance to improve their mathematics, reading and writing skills, explore the arts, sciences, engineering and other areas; and learn more about the careers open to them with a college education.

The 75th graders in the mathematics and science program built and tested water- and air-powered rockets and wall-hugging electronic mice.

The goal, says Berg, was to increase interest in mathematics and science by letting the students build, test and modify their designs. Three students from the MACSTEP program (which trains and certifies teachers in science education) worked with the students on their projects.

The federally funded GEAR UP program works with more than 2,200 students in Milwaukee high schools during the academic year.

For information, contact Craig Berg (cberg@uwmx.edu).
Tatyana Cook, a Pulaski High School student, began her search for a career and now thinks she may be interested in forensics or education.

Devena Johnson, of Washington High School, is a senior next year and recently discovered she'd like to become a gym teacher. Johnson and Cook, along with 18 other high school students from Milwaukee Public Schools (MPS), spent two weeks at the SOE's Urban Teacher World, June 19-30.

The goal of the summer program, now in its eighth year, is to help high school students explore potential careers, particularly in education, and also to help encourage and prepare them for college, according to Rob Longwell-Grice, director of SOE's Office of Academic Services, which coordinates the program.

During Urban Teacher World, students researched possible future careers through workshops and activities, learned to work with a variety of media, participated in reading and writing workshops and took field trips to Growing Power, Miller Park and Discovery World.

The Wisconsin Department of Public Instruction and the SOE provide the funding for students participating in the program. Participants who successfully completed the program received a $500 stipend. The Office of Academic Services chose participants based on essays they wrote about their interest in careers in education.

Students learned about the program from a variety of sources. "I heard about Urban Teacher World through UWM GEAR UP. It's a precollege program and I was recommended because it will help me in the future," says Xey Chang, a student from South Division High School.

Randolph Harvey Jr., from Nicotol High School, is enjoying his first year in the program. "My dad is a student at UWM and told me about Urban Teacher World, so that made me want to try it out," says Anissa Troutman, from Milwaukee High School of the Arts, who is a junior and said the program helped her discover career options that are available with a degree in education.

"It was really fun. They showed me the steps I need to take to get a career, and helped me meet new people," says Troutman. "It was always hard for me to pinpoint what I really want to do. I just aren't sure of what kind of teaching I wanted to get into."

Through the program, Troutman learned she might be interested in pursuing a career in social work.

Students were assigned an education career to research and explore over the two-week period, creating two videos during the process. One video was about themselves and the career they explored, and the other was about the program itself.

Students learned about filmmaking techniques, including lighting, lens-focusing, audio-enhancing and framing. In addition, the students studied different ways of creating media, such as taking a series of photographs to form animations.

"Working with video was very fun and it was something new to learn. It opened me up to new careers," says Troutman.

Adria Degenhardt, a master's degree candidate in education in her second year of teaching in the program, says this year's curriculum explored the use of new technology in education.

"So much of what they know of education comes from the traditional classroom, so it helps them to learn about what more nontraditional classrooms might look like," says Degenhardt. Degenhardt and Nate Deans, who expects to graduate from SOE next year and assisted in the program, combined literature with blogging to show students an example of nontraditional ways to teach.

Another feature of this year's program was a focus on increasing knowledge and awareness of science and science education. Through trips to Growing Power and Discovery World in Milwaukee, students were able to learn about sustainable practices, environmental issues, atmospheric readings and weather forecasts.

At Discovery World, the students worked with staff from UWM's Great Lakes WATER Institute. The field trip included a boat ride on Lake Michigan and up the Milwaukee River to research water quality. They also took a bus along the lakeshore to do some meteorology experiments.

"In the last two years this program has focused on science education, but it may take a different direction in the future," says Longwell-Grice. "Maybe next year, we'll focus on social studies or math."

Deans brought an unusual perspective to this year's program. He took part in Urban Teacher World himself as a high school student in 2003, and it was one of the factors that led him to a career in education.

"The experience I got from the program helped me decide I want to become a teacher," says Deans. "Getting behind the scenes of what goes into teaching helped."

LOCAL TEACHERS learned how to be more effective writers and teachers of writing this summer at the UWM Writing Project's (UWMWP) Invitational Summer Institute, held on campus, June 21-July 22.

During the program, teachers in all subject areas, from kindergarten to college level instruction, worked together four days a week, 9 a.m. to 3:30 p.m., writing, researching through teacher inquiry workshops, critiquing, revising and sharing creative ideas to improve student writing.

Each year, the UWM Writing Project, based in the SOE, selects about 20 teachers from all subjects across all grade levels to participate in the Summer Institute. UWMWP is an affiliate of the National Writing Project, a network of more than 200 sites, designed to improve the teaching of writing and learning in the nation's classrooms.

Terra Lewis, a first-grade teacher from Klage Elementary, said she participated in the summer writing institute because she wanted a chance to improve her own writing and learn more about teaching writing from other teachers.

"I love writing and I thought it the institute would enhance my skill as a writer," says Lewis. She says she really enjoyed the writing marathon where she reflected on nature as her group walked to places such as the lighthouse and the UWM Alumni House to find inspiration for creative pieces.

The NWP has sites in all 50 states. The UWM Writing Project is one of three in Wisconsin. The NWP site focuses on building leadership in the teaching of writing while providing inservice programs, continuing education, and research opportunities for local teachers, according to the NWP website (http://www.nwp.org/)."
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Researching, Sharing, and Collaborative Responses

Each teacher participating in the UWWM Summer Institute program prepared months in advance by examining their own teaching and choosing an area of writing instruction they thought needed improvement.

The teachers then researched ways to improve, and shared their findings with colleagues at the summer program, according to Donna Pastorik, associate professor of English education, who is the co-university site director with associate professor Karen Rigoni. Erik Richards, a UWWM graduate student and social studies teacher at South Division High School, was a facilitator.

After each inquiry workshop, teachers worked collaboratively to construct feedback letters to the presenters that will aid them in revising their presentations for a public audience as inservice programs. They will also be noting which aspects of the teaching strategy were most effective.

“Listening to everyone else’s research and pulling it all together is helpful,” said Amy Lester, an English teacher from Cutlough High School, whose presentation focused on writing assessment and rubrics.

“I’m already a better teacher and I feel privileged to be in this group,” said Loveland.

Urban Teacher World participants sailed Lake Michigan and the Milwaukee River to study water quality with staff from UWWM’s Great Lakes WATER Institute.
After time off to play professionally, UWM star returns to student teaching

I f all began with kicking a soccer ball in the backyard for fun, but NOE student Sarah Tergarden's interest in soccer would soon take on a whole new meaning. In the western Chicago suburb of Batavia, IL, Tergarden began playing soccer at age five. Her skills were recognized by coach Hudson Firestone, who offered Tergarden a chance to play on a co-ed soccer team in a more competitive setting. She played under Coach Fortune and for Team Chicago for the next 13 years.

By the time she was 12, the Team Chicago Panthers were nationally ranked. They traveled all over the United States for tournaments, and even made it to Brazil in 2005. As she began to excel in soccer, Tergarden started to play with the Olympic Development Program during summers. At this point she was seen by UWM Women's Soccer coach Michael Morhaim, who later recruited her to UWM.

After an official visit to the UWM campus and the soccer team, Tergarden felt a connection to her teammates and to the Milwaukee area. "I never really considered any academic aspects, but I am so lucky that I chose a school with a curriculum and classes that fit perfectly with my personality. I truly feel lucky that I chose to come to UWM," she says.

While she came to college with the intention of becoming a teacher, Tergarden was unsure of which program would suit her best. She chose the SOE's Middle Childhood-Early Adolescence (MCEA) teaching program. "I think the MCEA program at UWM has prepared me better than any other possible school could have for teaching. I have seen more in the classrooms than any of my friends have who are in similar programs at other schools," Tergarden says. "Not only have I seen more time in the classroom, but I have seen diverse classrooms. It has been a very enriching experience and has helped me to discover who I am as an educator."

Tergarden continued to gain experience on the soccer field while learning new skills in the classroom. "Coaches Michael Morhaim and David Nikolic helped me to improve as a player exponentially during my time in school. They also put my name out there to help me be seen by different professional teams," she says.

Eventually, during the 2010 draft, Tergarden was selected to play for St. Louis Athletica. After training and a series of stressful cuts to the team, Tergarden and her teammates traveled to Tulsa to play an exhibition game against the Atlanta Beat. I have never experienced nervousness like I did on the day of that game," she says. "It was one of the most tiring games that I have played in. It was a great experience to play with players of that caliber."

Unfortunately, midway through her season, the St. Louis Athletica club folded because the investors could no longer afford to keep the team together.

Her professional soccer career has allowed Tergarden to explore new options for her future. "Playing soccer professionally has helped me see what a huge part of my life is soccer. That is why coaching has become a new possible career path for me."

Her experience in a women's professional league has only widened her future path. "Coaching is very similar to teaching in a school setting. It is another outlet to help others find out about who they are," Tergarden says.

Tergarden is scheduled to finish school this fall, with her semester of student teaching in the fourth grade at Milwaukee's Victory K8 School for the Gifted and Talented.

"Once I graduate, I plan to look for jobs in both education and in coaching. I am not sure which path I would like to go down yet, but I would like to get experience in both," she says.

Tergarden is well on her way. She's in her second season as assistant coach at Britanny Nikolic at Abberon College, SIE of UWM assistant head coach David Nikolic.

Finding a path to grad school by research ...and by bus

B y bus, by friendship, by his advocacy, more students are coming to UWM through the outreach of Fernando Orozco, who graduated with an education degree May 2010. He started his outreach by establishing a student organization, Loyalty Equals Brotherhood. Orozco and friends wanted a support system that reinforced brotherhood, community service, cultural awareness and loyalty as ways to realize academic success.

Orozco's members committed to UWM from various Metro Milwaukee neighborhoods. "We needed a reason to stay on campus even if that was to study or to play sports," says Orozco. "We wanted to tie our college life even though we commuted."

Loyalty members put their academics first, but wanted to help more with the community. They noted that Latino neighborhoods in Milwaukee did not have a direct bus route to UWM. Orozco, a graduate of Milwaukee High School, brainstormed ways to bring more Latinos to UWM.

Group members conducted extensive research as part of a "park-and-ride" transportation proposal. They collected clip codes, conducted questionnaires, compiled data and looked at socioeconomic factors affecting a group of some 600 students, then presented this information to university officials.

In 2005, the Rockwell Park-Ride Lot was established, providing easier access to the university for Latino students living on Milwaukee's South Side. "A lot more community outreach is needed," says Orozco. "People stay in their neighborhoods and have no navigation outside of their neighborhood."

Many people in his neighborhood, he says, also lacked information about the opportunities available to them through a university education. "Coming from my area, not many people think about college. No one informed the high school students on all the different majors that the college offers," says Orozco. "Most did not know what college is, and they need knowledge of what a university offers."

"When I was younger, I only knew that people went to college to become a teacher, doctor or lawyer."

Orozco knew those occupations did not fit him. He researched majors at UWM. He applied and was accepted into the School of Education's Community Education program.
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"Coming from my area, not many people think about college."
MACSTEP – A step toward vital math and science education

According to Milwaukee’s Public Policy Forum, many of the occupations with future jobs will require strong math, science and technical backgrounds. If Wisconsin students don’t have that knowledge or can’t perform higher-order problem solving, the state’s economic future will suffer.

University programs such as the SOE’s Milwaukee Area Collaborative Science and Mathematics Teacher Education Program (MACSTEP), address these educational issues.

Students from the MACSTEP program, like Jayne Francis, are helping prepare their students for these future jobs.

Francis is the winner of the Frank Zuercher New Science Teacher scholarship, given to a teacher with three or fewer years of experience in elementary, middle or high school science. The recipient must demonstrate a dedication to teaching, leadership and enthusiasm in the classroom. "Receiving this award was really an honor," says Francis. "I do believe that it is the people you work with that make success possible."

Craig Berg, professor in Curriculum and Instruction and director of MACSTEP, worked closely with Francis while she was in the program. "What we see from Jayne is the beginnings of a future leader in science education in Wisconsin," said Berg. "I am so pleased that her efforts were recognized with this prestigious award."

MACSTEP prepares science and math teachers for future careers in education, while giving students the means to become certified teachers in different areas of science. A strong emphasis is placed on social networking with other teachers and becoming involved in professional development opportunities.

Francis graduated from South Milwaukee High School in 2004. In spring 2008, she graduated from UWM with a bachelor’s degree in biology. She completed the MACSTEP program in June 2009. Through her experience as a MACSTEP student, her interest in science took a different direction.

"I had decided that teaching would be a great way to use my degree, and I enrolled in the MACSTEP program," she says.

During the program, Francis gained classroom experience as a student teacher. In fall 2008, she taught at Roosevelt Middle School of the Arts, and later at Dominican High School. Francis now teaches 9th grade Biology at Hartford Union High School.

"This program takes the knowledge gained through an undergraduate degree or coursework and provides ways in which it can be applied to the classroom," she says. "The design of this program has allowed me to effectively communicate science to my students at Hartford Union High School."

After a successful first year of teaching, Francis will shift from biology to teach the first year of Project Lead the Way – a four-year Bio-medical Sciences Program at Hartford Union.

"I’m lucky to be working with some of the best and most helpful teachers, administration and support staff at Hartford Union," says Francis. "The encouragement and continual support that I have received throughout my first year of teaching has allowed me to find success and have a positive impact on my students."

In her free time, Francis enjoys running, fishing and following the Milwaukee Brewers. She is training for the Milwaukee Lakerfront Marathon in October.

"I still keep my MACSTEP binder in my office, and I use a lot of the strategies and tools that I was introduced to at UWM," she says.

Once a teacher, always a teacher

In life, people always say ‘age doesn’t matter,’ but for Margaret Junck, her age does.

Junck is an alumnus of Milwaukee State Teachers College, the predecessor institution to today’s UWM and the SOE. She turned 100 on Sept. 19, 2010. Margaret’s 100th birthday party was at the Garden House, part of the Boerner Botanical Gardens in Whitnall Park of Hales Corners, WI. UWM Chancellor Carlos Santiago sent a birthday card, and the Village Board president of Hales Corners presented her with a citation.

This place (The Boerner Botanical Gardens) has special meaning because it was Margaret’s childhood playground, and because Margaret’s older brother James cleaned much of the land to pasture his cattle in what is now Whitnall Park,” said Marlen Junck, one of Margaret’s three sons. Margaret Junck’s husband, Leonard Junck, was a cabinetmaker in the 1930s who built a lot of the cabinets in the Garden House, he added.

Margaret Junck, whose maiden name was Siebel, was born in Winnebago County and grew up in Hales Corners.

She graduated from college in the early 1930s with a teaching degree, going by her maiden name as a student and teacher. "She (Margaret) taught the 8th grade class at the Johnson School on South 52nd street (now closed) for nine years," her son said. "I believe that she taught both 3rd and 4th grades, perhaps in the same room at the same time, he says.

As a teacher, Margaret was rewarded for her work. The State Superintendent of Schools once looked over Margaret’s classes and gave her a citation for excellence.

Margaret Junck had at least one student who made a significant contribution to Wisconsin. "One of her students founded the Experimental Aircraft Association and the annual Oshkosh air show," Marlen says. "On visiting her in later years, he credited her with much of his inspiration."

Margaret Junck’s teaching career lasted for many years. "She taught for nine years until moving to Madison after marrying," according to Marlen Junck. Margaret and Leonard married in 1939, he added, and soon after relocated to Madison because of Leonard’s career.

After relocating, "she did occasional substitute teaching in Madison," Marlen Junck says, "but found that the younger generation of children were much less well behaved and more difficult to teach than those in the 1930s."

While Margaret Junck doesn’t teach anymore, her career has stayed with her throughout the years, Marlen Junck says. "She still identifies herself as a teacher, however, and describes herself as such with pride."

Not only does Margaret Junck talk "with pride," but so does her son. "I believe that her significance is as a representative of all of the graduates of the Milwaukee State Teachers College and UWM," Marlen Junck says. "We hope that they will all be as successful and contribute as much to the community as she has done."

Teacher Margaret (Siebel) Junck at work in her classroom.
MACSTEP – A step toward vital math and science education

MACSTEP student, her interest in science took a different direction.

"I had decided that teaching would be a great way to use my degree, and I enrolled in the MACSTEP program," she says.

During the program, Francis gained classroom experience as a student teacher.

In fall 2008, she taught at Roosevelt Middle School of the Arts, and later at Dominican High School.

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"I still keep my MACSTEP binder in my office, and I use a lot of the strategies and tools that I was introduced to at UWM," she says.

According to Milwaukee's Public Policy Forum, many of the occupations with future jobs will require strong math, science and technical backgrounds. If Wisconsin students don't have that knowledge or can't perform higher-order problem solving, the state's economic future will suffer.

University programs such as the SOE's Milwaukee Area Collaborative Science and Mathematics Teacher Education Program (MACSTEP), address these educational issues.

Students from the MACSTEP program, like Jayne Francis, are helping prepare their students for these future jobs.

Francis is the winner of the Frank Ziemer New Science Teacher scholarship, given to a teacher with three or fewer years of experience in elementary, middle or high school science. The recipient must demonstrate a dedication to teaching, leadership and enthusiasm in the classroom. "Receiving this award was really an honor," says Francis. "I do believe that it is the people you work with that make success possible."

Craig Berg, professor in Curriculum and Instruction and director of MACSTEP, worked closely with Francis while she was in the program.

"What we see from Jayne is the beginnings of a future leader in science education in Wisconsin," said Berg. "I am so pleased that her efforts were recognized with this prestigious award."

MACSTEP prepares science and math teachers for future careers in education, while giving students the means to become certified teachers in different areas of science. A strong emphasis is placed on social networking with other teachers and becoming involved in professional development opportunities.

Francis graduated from South Milwaukee High School in 2004. In spring 2008, she graduated from UWM with a bachelor's degree in biology. She completed the MACSTEP program in June 2009.

Once a teacher, always a teacher

In life, people always say "age doesn't matter," but for Margaret Junck, her age does.

Junck is an alumna of Milwaukee State Teachers College, the predecessor institution to today's UWM and the SOE. She turned 100 on Sept. 15, 2010. Margaret's 100th birthday party was at the Garden House, part of the Boerner Botanical Gardens in White Hall Park of Hales Corners, WI. UWM Chancellor Carol R. Hansen-Santilli sent a birthday card, and the Village Board president of Hales Corners presented her with a citation.

"This place (The Boerner Botanical Garden) has special meaning because it was Margaret's childhood playground, and because Margaret's older brother James cleaned much of the land to pasture his cattle in what is now Whippoorwill Park," said Marlen Junck, one of Margaret's three sons. Margaret Junck's husband, Leonard Junck, was a cabinetmaker in the 1930s who built a lot of the cabinets in the Garden House, he added.

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Margaret Junck's teaching career lasted for many years. "She taught for nine years until moving to Madison after marrying," according to Marlen.

Teacher Margaret (Siebel) Junck at work in her classroom.
Ryan Champoux, who received his Ph.D. in Urban Education from UWM, was named the 2009 Wisconsin High School Principal of the Year. Champoux is principal at Waukesha North High School and has been a school administrator for more than 30 years.

Ketlin Savotkoa, kindergarten teacher at Hampton Elementary School in Milwaukee, was recognized recently in Cambridge Who’s Who for demonstrating dedication, leadership and excellence in elementary education. Savotkoa has a bachelor’s degree in Early Childhood Education from UWM.

Ali Fleming, who has a master’s degree in administrative leadership from UWM, was named associate superintendent of the Libertyville-Vernon Hills School District 128 in Illinois. A former high school principal, Fleming has held positions as a science teacher, department chair, assistant principal and most recently as principal of Deerfield and Grayslake North high schools in Illinois.

Dan Weiss is the director of operations for the North Dakota State men’s basketball program. Weiss, who has a bachelor’s degree in secondary education from UWM, played at UWM for coaches Bob Ryan and Bruce Pearl.

Nicholas Hartlep was chosen chair-elect of the Graduate Student Council of The American Educational Research Association (AERA) for 2010. Hartlep is pursuing his Ph.D. in Urban Education and Social Foundations of Education, where his research focuses on critical race theory and social justice curriculum.

Leanne Felsing was named as a graduate assistant coach for the University of South Dakota volleyball team. A native of Hartland, WI, Felsing has a degree in education from UWM. As a UWM volleyball player, she had one of the best all-around seasons in UWM history in 2002, leading the nation in triple doubles, while earning all-region and honorable mention All-American honors. She was a two-time national player of the week honor.

Nikky Harris, who has a master’s degree in administrative leadership, was elected to the Milwaukee County Board of Supervisors in a May special election and will serve the remainder of another member’s unexpired term, through April 2012. Harris is a fund-raiser and membership recruiter for Milwaukee’s Urban Ecology Center.

Daniel Bodr was named to the conducting staff of the Elgin, IL, Youth Symphony Orchestra. Bodr, a cellist, teaches orchestra at a middle school in Naperville, IL, and plays in the Jen Sobieski String Quartet. He holds a degree in music education from UWM.

Jimmy Banks, men’s soccer coach at Milwaukee School of Engineering, was named 2009 coach of the year by the Northern Athletics Conference (NAC). After leading his team to a 9-11 season in the NAC. A former all-state player and a high school All-American at Milwaukee’s Case High School, Banks has a degree in community education from UWM. He played for the U.S. National Team in the 1980 World Cup.

Gilbert Llanas, who has a bachelor’s degree in Spanish and a master’s degree in administrative leadership and supervision from UWM, was named the United Migrant Opportunity Services (UMOS) Hispanic Man of the Year in 2008. Llanas is the director of communications for the Northwestern Mutual Life Insurance foundation in Milwaukee. UMOS is the largest private, nonprofit organization that advocates for and provides services to Hispanic migrant and seasonal workers in Wisconsin.

Clayton Chipman of Brookfield, WI, received the Veteran Lifetime Achievement Award from the Wisconsin Board of Veterans Affairs. A native of Milwaukee, Chipman served in the Marine Corps during World War II, and received numerous military decorations. After his discharge, he took advantage of the G.I. Bill and earned a bachelor’s degree in elementary education from UWM and later a master’s degree in educational administration from UW-Madison. He taught fifth and sixth grade for more than a dozen years, and was an elementary school principal for 16 years.

Robin Harris, an English teacher at Milwaukee’s Pulaski High School, who received her certification in English Education at UWM, received the College Access Champion Award, which is given to 50 teachers in Wisconsin who go "above and beyond to help their students reach their goals of attending college." The award consists of $5,000 to help defray the cost of recipients’ existing college loans.

UWM honored alumni for their career achievements and civic involvement in a ceremony last year. Among the 13 alumni receiving awards were three SOE graduates:

Gina Kati, a Graduate of the Last Decade Award winner, graduated with a bachelor’s degree in elementary and middle-school education. A teacher with MPS, Kati advocates for students with special needs, expects academic excellence from her students and works to assure her students the best education possible.

Allen B. Caucutt received the Distinguished Alumni Award in the field of art and education. Caucutt graduated from UWM with bachelor’s and master’s degrees in art education. He is a senior lecturer at UWM, an art educator and artist. For more than 50 years, Caucutt has been an art educator in public schools, technical colleges, universities and television. He has mentored 160 student-teachers.

John Hilbar received the Distinguished Alumni Award in the field of music and art education. Hilbar graduated from UWM with a bachelor’s degree in music education, and is a retired band director from Brookfield East High School. He was a music educator for more than 30 years. He is also a world-class woodwind instrumentalist.

If you'd like to keep us and your fellow alumni up to date, please visit www.uwm.edu/soe. Let us hear from you today!

David M. Mogel, Master’s in Administration Leadership, 1981. Ed. Sp. in Administration Leadership, 1984. Retired October, 2009 after 35 years as a professional educator. After eight years as a science and physical education teacher, I served as a superintendent in four Wisconsin school districts over a period of 27 years, the most recent being Union Grove Union High School District.

Jay Mustapich, Master’s in Educational Psychology-Counseling, 1996. Bachelor’s in Community Education, 1994. After employment in the social services field for more than 12 years, I focused on my marital arts background. I had been teaching Tai Koa for Do for UWM, off campus, since 2003. Now I have my own studio, Joy’s Tai Koa Do, in the Wauwatosa area, and the UWM classes are held there for students throughout the year. I opened a second location in Hales Corners, and am training for my 6th degree Black Belt test.

Jaqeline Harsay, Bachelor’s in Education, 1971. Master’s in 1976; Cardinal Stritch-Humboldt, 1992; The Union Institute and University-P.H.D. Interdisciplinary Studies with emphasis in Spirituality, Peace, and Transformational Leadership, 2002. Founder and Owner of Preventing and Overcoming, empowering people of all ages to value, imagine, promote, protect, and preserve a culture of peace for all peoples of the world. Advocate for people with cognitive disabilities, Board member, The Union Institute and University Alumni Board.

Tammy J. Lasevic, Ph.D. in Urban Education, 2007. I am a tenure-track education faculty and a director of an alternative licensure program for those seeking secondary math and science licensure. I am the Co-PI on an NSF Noisy grant for $1.4 million to assist these desiring a license with possible financial support of $60,900.


Alumni of the School of Education are welcomed to the newly re-formed SOE alumni chapter at UWM.

Learn more — join.
For more information about joining, and about upcoming alumni events, call John Bartel, Alumni Relations, at 414-906-4665, jwbar te@uwm.edu.

And, don't forget to visit www.uwm.edu/soe to tell us what you're up to.

Tuesday, October 5
Chapter sponsors 'students-at-risk' talk
Golds Malt Library 4:30 p.m.
Free and open to the public.
Raj Swaminathan, associate professor in Education Policy and Community Studies, will lead the discussion on "students at risk." For more information, contact John Bartel and watch the school’s Facebook and Twitter pages.
If you'd like to keep us and your fellow alumni up to date, please visit www.uwm.edu/soe. Let us hear from you today!

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Faculty promotions & new members

Debora Wisniewski, Curriculum and Instruction, was promoted to associate professor with tenure. She teaches courses in early childhood education. Wisniewski’s research interests include collaborative classroom research, with a focus on community and children’s play. She is currently the president-elect of the Association for Childhood Education International.

New faculty members

Leigh Wallace, assistant professor, Administrative Leadership, teaches courses in leadership in educational organizations, organizational change and team leadership, and principalships practicum. Her research interests include principal leadership, teacher supervision and professional development, principal response to alternative pathways to teaching, and parent involvement in urban schools. She has been Panther Cheer coach since 1995.

Decotien J. Irby, assistant professor, Administrative Leadership, holds a Ph.D. in Urban Education from Temple University, a master’s in Geography and Urban Studies from Temple, and a bachelor’s in Economics from the College of Charleston. He was most recently an adjunct professor in the department of Geography and Urban Studies at Temple, and an adjunct professor in the Education and Educational Outreach departments at Arcadia University.

Kyoungsoon Kim, assistant professor in Educational Psychology, has a Ph.D. and a master’s in School Psychology from the University of Georgia, a master’s in Counseling and Student Personnel Psychology from the University of Minnesota and a bachelor’s in Elementary Education from Seoul National University of Education, South Korea. She was most recently a Post-doctoral Research Fellow at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska.

Soomi Yehieh Biniestki, clinical assistant professor in adult and continuing education, Administrative Leadership, Biniestki earned a Ph.D. from UWM and has nearly 20 years experience as a teacher, trainer, program planner and administrator in international and domestic adult education settings, including UWM’s Institute of World Affairs, multinational corporations and organizations, U.S. Peace Corps, AmeriCorps and the Polish military. Her research interests include adult learning, outreach education, international education and globalization and adult education.

SOE faculty awards and honors

Dean Alfonso Thurman recognized faculty and staff in several categories at the May 13 All School meeting.

SCHOOL OF EDUCATION AWARDS

TEACHING: Randy Gose, Curriculum and Instruction; RESEARCH: Mesut Aldiere, Administrative Leadership; COMMUNITY SERVICE: Javier Topala, Educational Policy and Community Education.

RECOGNITION OF RESEARCH

Leah Arnoff, Hazel Azen, Craig Berg, Tim Cleary, Simone Conceição, DeAnn Huiskos, Yi-Jun Liu, Mary McLean, Amy Otis-Wilborn, Laura Owens, Donna Pasternak, TracyPosanski, Karen Kelley Rigoni, Gail Schneider, Cindy Walker and Judith Winn.

SOE FACULTY HONORED AT UWM’S SPRING AUTHORS DINNER


UWM’s STUDENT ACCESSIBILITY CENTER (SAC) had so many nominations citing faculty and staff for working effectively with students with disabilities that the center is naming four honorable mentions in addition to the five winners of the annual SAC Excellence Awards. All of the honorees were recognized at a ceremony May 14. Two SAC faculty members were among the honorable mentions: Dave Edbyburn, Exceptional Education, and Bo Zhang, Educational Psychology.

Dave Edbyburn, Exceptional Education, was named to the first advisory council of the National Center on Universal Design for Learning (NCUDL). The NCUDL was launched in October 2009, by CAST (Center for Applied Special Technology) to provide educators and others with resources, expertise and analysis of Universal Design for Learning (UDL) and its implementation in schools nationwide. UDL is a research-based set of principles for designing and developing curriculum and instructional practices that meet the education needs of all learners. Based on research on the diverse ways in which people learn, UDL offers practical steps for giving all students a chance to succeed.

Recent SOE faculty publications

Here are some of recent SOE faculty publications, as reported to EdLine.


Faculty promotions & new members

Mestu Aldiere, Administrative Leadership, was promoted to associate professor with tenure. He teaches graduate courses in human resource development, training and development, organizational development, strategic planning, and leadership. His research focuses on quality management, leadership, and performance improvement through training and organizational development. Aldiere conducts research both in the United States and internationally.

Craig Berg has been promoted from associate professor to professor in Curriculum and Instruction. He teaches methods for teaching science, graduate science education courses and works extensively with teachers and schools in the Milwaukee area. Berg is also the director of MACEPE (Milwaukee Area Collaborative Science and Mathematics Teacher Education Program), which prepares science and mathematics teachers for future careers in education.

Barbara Bales, Curriculum and Instruction, was promoted to associate professor with tenure. She teaches courses in research, theory and analysis of instruction for the Curriculum and Instruction master’s and Urban Education doctoral programs. Her research interests include the relationships between teacher education policies, preparation programs, teacher learning, and development, and the students’ opportunities to learn.

Jennifer Mueller, Curriculum and Instruction, was promoted to associate professor with tenure. She teaches courses in early childhood education and supervises student teachers. Her research interests include teacher education policy, pedagogy and programming, as well as the curriculum and preparation for teachers in urban, multicultural and diverse settings.

Ragool Oxford has been promoted to associate professor with tenure in Curriculum and Instruction. She teaches courses in second language education, including bilingual and English as a second language courses. Her research interests include second language teacher preparation and mentoring; technology integration in second language education; multilingual education; and schooling for language minority students. Oxford is the program director of World Language Teacher Education.

New faculty members

Leigh Wallace, assistant professor, Administrative Leadership. She teaches courses in leadership in educational organizations, organizational change and team leadership, and principleship practices. Her research includes principal leadership, teacher supervision and professional development, principal response to alternative pathways to teaching, and parent involvement in urban schools. She has been Panther Cheer coach since 1999.

Decotora J. Brzy, assistant professor, Educational Psychology. Brzy has a Ph.D. in Urban Education from Temple University, a master’s in Geography and Urban Studies from Temple, and a bachelor’s in Economics from the College of Charleston. He most recently was an adjunct professor in the department of Geography and Urban Studies at Temple, and an adjunct professor in the Education and Educational Outreach departments at Arcadia University.

Kyoung Soon Kim, assistant professor in Educational Psychology. Kim has a Ph.D. and a master’s in School Psychology from the University of Georgia, a master’s in Counseling and Student Personnel Psychology from the University of Minnesota and a bachelor’s in Elementary Education from Seoul National University of Education, South Korea. She was most recently a Postdoctoral Research Fellow at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska.

Swan Tehel Bineckie, clinical assistant professor in adult and continuing education, Administrative Leadership. Bineckie earned a Ph.D. from UW-Madison and has nearly 20 years of experience as a teacher, trainer, program planner and administrator in international and domestic adult education settings, including UW-Madison’s Institute of World Affairs, multinational corporations and organizations, the U.S. Peace Corps, AmeriCorps and the Polish military. Her research interests include adult learning, research education, international education and globalization and adult education.

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School of Education Awards

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Recognition of Research

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SOE Faculty Honored at UW-M’s Spring Authors Dinner


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Mestu Aldiere, Administrative Leadership, was appointed in May to the board of directors of the Academy of Human Resources and Development (AHRD). Aldiere was chosen to serve through an election of all members of the academy, which currently has more than 200 affiliates in 39 countries. Founded in 1993 at Brigham Young University, the vision of AHRD is: “Leading Human Resource Development through Research.” AHRD also provides opportunities for social interaction among individuals with scholarly and professional interests in HR development around the world.

Recent SOE faculty publications

Here are some of recent SOE faculty publications, as reported to EdLine.


Festus Obiokoh, professor in Exceptional Education, is co-editor of “Culturally Responsive Literacy Instruction.” published by Corwin Press, 2009. Co-editors are Bob Algozzine and Dorothy J. Gersh.

Music education’s role in the public and private schools is changing. School boards and administrators are faced with difficult choices every day, one of them being music’s place in the classroom. Rather than discuss why music is essential to the education of every student (you’ve probably heard all of the arguments before), it’s important to consider from which source students across the state learn to experience music as core content or as an extracurricular after-school activity.

As budget cuts loom, many public and private schools are choosing to take music to the after-school realm, much to the dismay of countless students, parents and communities. Does moving music out of the core curriculum really change the quality of music instruction that students need in order to attain a well-rounded education?

Music educators do not see after-school music as the end; they believe West Bend’s Jen Wisniewski is finding new ways to get the music to students—although they are often faced with numerous hardships that affect the quality of education they can offer. Jen’s instrumental music programs don’t have a budget, so she is always looking for grants. She will sometimes perform for a semester to pay for her after-school band program, which covers lessons, ensemble time, instrument repairs, music and performances.

Another obstacle facing Jen’s programs is competition with other after-school programs such as sports, scouting, or other local arts programs. Potential students often say things such as, “We don’t have time for this,” we have Irish dance four times a week,” Jen is a traveling teacher who works with three private schools, teaching one day a week at each. “The biggest problem I ran into is visibility,” says Jen. “Oftentimes students and teachers don’t even know that I teach band at the school.” Jen recommends that teachers, “befriend other music teachers; don’t lie in a bubble. Doing what you do, you’re going to spend most of your day by yourself. Having friends in the field allows you to vent when necessary and possibly snag some extra students.”

For those desiring to incorporate music into their other classes, or who have the budget but not the time to thrust into the role of providing musical opportunities, the UWM Libraries’ Curriculum Library (on the same floor as the Music Library) holds many I/E arts activities, songs, and lesson ideas, as well as other materials.

Placement music programs after-school is akin to removing them from the core content area in our schools, and if this trend continues we must seriously consider the role that music plays in every student’s life. With the proven connections that music creates between content areas such as mathematics, social studies and music studies missing from the core content area, test scores in those subjects will also suffer. It’s up to communities to make the choice for music, and they’re not better off today than today to stand up for music in our schools.

Any one can use Curriculum Library materials with some sort of identification. By joining Friends of the Library, varying levels of circulation (checking out materials) are available and area teachers may be eligible for a free special permit yearly. For more information and details, contact the Main Circulation Desk at 414-229-4352 or libref@uwm.edu.


Putting their money where their hearts are

The Robert and Hope Longwell-Grice Scholarship Fund was created as an operating fund and will later become a permanent endowment. An operating fund may be established with any size gift, says Sparks. Donors, like the Longwell-Grice, choose this option because it allows for scholarships to be awarded immediately.

The Longwell-Grice will continue donating to their fund through payroll deductions. The first $1,800 scholarship was awarded in the academic year of 2010-2011. Students who are interested in applying for this or other scholarships may call 414-229-4723 or email caas@uwm.edu for more information.

The Longwell-Grice Fund is just one example of how scholarships can be created, says Sparks. A permanent endowment is another option. Although $1,800 is required to establish a permanent endowment, payments can be made over a period of time, usually five years. Once the fund reaches the required minimum, the endowment becomes permanent and earnings help fund scholarships.

Donors can help students by setting up new scholarships, or giving to existing funds. Sparks says. Besides cash, check or gifts of stock, scholarships can be established through planned gifts, such as bequests, retirement assets, life insurance policies or charitable gift annuities.

“We have had the pleasure of teaching some very bright students at the School and are fortunate that we can help them through this scholarship,” says Rob. “Hope and I looked forward to meeting the student who receives our first scholarship this fall.”

The main purpose of the Robert and Hope Longwell-Grice Scholarship Fund is to support SOE students who want to become college administrators.

For information on scholarships and making a gift, visit: www.uwm.edu/soe/give (Online Gifts); www.uwm.edu/soe/about/giving (Info about giving to SOE); Contact: Kathy Sparks, SOE Director of Development (414)229-3060 • ksparks@uwm.edu
Office of Development & Alumni Relations P.O. Box 413 • Milwaukee, WI 53201-4133
Please make checks payable to the UWM Foundation

thank you
Music education's role in the public and private school systems is changing. School boards and administrators are faced with difficult choices every day, one of them being music's place in the classroom. Rather than discuss why music is essential to the education of every student (you've probably heard all of the arguments before), it's important to consider from which angle education should be shaped to experience music as core content or as an extracurricular, after-school activity.

As budget cuts loom, many public and private schools are choosing to take music to the after-school realm, much to the dismay of countless students, parents, and communities. Does moving music out of the core curriculum really change the quality of music instruction that students need in order to obtain a well-rounded education?

Music education does not die at after-school music as the end; teachers like West Bend's Jenn Wozniak are finding new ways to get the music to students, even though they are often faced with numerous hardships that affect the quality of education they can offer. Jenn's instrumental music programs don't have a budget, so she has to scavenge for everything. She will per semester to parter in her after-school band program, which coexists lessons.

It's time to face the music... or lose it.

Another obstacle facing Jenn's programs is competition with other after-school programs such as sports, scouting, or other local arts programs. Potential students often see things such as, "We don't have time for this," so we have Irish dance four times a week." Jenn is a traveling teacher who works with three private schools, teaching one day a week at each. "The biggest problem I ran into in visibility," says Jenn. "Oftentimes students and teachers don't even know that I teach band at the school." Jenn recommends that teachers, "befriend other music teachers. Don't lie in a bubble. Doing what you do, you're going to spend most of your day by yourself. Having friends in the field allows you to vent when necessary and possibly snag some extra students." For those desiring to incorporate music into their other classes, or who have students that thrust into the role of providing musical opportunities, the UWM Libraries' Curriculum Library (on the same floor as the Music Library) holds many E/2 activities, songs, and lesson ideas, as well as other materials.

Placing music programs after-school is akin to removing them from the core content area in our schools, and if this trend continues we must seriously consider the role that music plays in every student's life. With the proven connections that music creates between content area such as mathematics and social studies missing from the core content area, test scores in those subjects will also suffer. It's up to communities to make the choice for music, and no one's any better day than today to stand up for music in our schools.

Anyone may come to use Curriculum Library materials with some sort of identification. By joining Friends of the Library, varying levels of circulation (checking out materials) are available, and area teachers may be eligible for a free special permit yearly. For more information and details, contact the Main Circulation Desk at 414-229-4152 or lib@uw.edu.


Putting their money where their hearts are

Robert and Hope Longwell-Griese Scholarship Fund was created as an operating fund and will later become a permanent endowment. An operating fund may be established with any size gift, says Sparks. Donors, like the Longwell-Griese, choose this option because it allows for scholarships to be awarded immediately.

The Longwell-Griese will continue donating to their fund through payroll deductions. The first $1,800 scholarship was awarded in the academic year of 2010-2011. Students who are interested in applying for this scholarship or other scholarships may call 414-229-4721 or e-mail asounds@wisc.edu for more information.

The Longwell-Griese Fund is just one example of how scholarships can be created, says Sparks. A permanent endowment is another option. Although $400,000 is required to establish a permanent endowment, payments can be made over a period of time, usually five years. Once the fund reaches the required minimum, the endowment becomes permanent and earnings help fund scholarships.

Donors can help students by setting up new scholarships, or giving to existing funds. Sparks says. Besides cash, check or gifts of stock, scholarships can be established through planned gifts, such as bequests, retirement assets, life insurance policies or charitable gift annuities.

We have had the pleasure of teaching some very bright students at the School and are fortunate that we can help them through this scholarship," says Rob. "I hope that I will look forward to meeting the student who receives our first scholarship this fall."

The Robert and Hope Longwell-Griese Scholarship Fund is to support SOE students who want to become college administrators.

For information about scholarships and making a gift, visit: www.uwm.edu/give_to_uwm (Online Gifts) www.uwm.edu/scholarship/giving (Info about giving to SOE) Contact: Karen Sparks, SOE Director of Development (414) 229-3060 kasparks@uwm.edu
Office of Development & Alumni Relations P.O. Box 413 Milwaukee WI 53201-0413 Please make checks payable to the UWM Foundation

A snapshot of students who transfer

The School of Education is a hot spot for transferring students. More than 200 students transfer into the SOE from area schools each year. A record 610 transferred into UWM this year.

Most transfer from two-year schools. Here are the recent numbers: Milwaukee Area Technical College (MATC) with 73 transfers; UW-Waukesha with 15; UW-Whitewater with 14; UW-Oshkosh with 11; MATC-Marinette College with 11; MATC-Manitowoc College with 10; and Gateway Tech with seven transfers.

Generally, enrollment decreases by mid-year throughout the colleges and schools at UWM. The SOE is the only school in which the numbers have recently increased from fall to spring - largely due to student transfers, according to Rob Longwell-Griese, director of the Office of Academic Services.

There are typically more female transfers than male. In fall 2009, there were 130 females and 41 males. In spring 2009, there were 58 female transfers and 17 male transfers. More recently, in spring 2010 there were 44 females and 24 males.

The majority of transfer students into the SOE are sophomores in college - 176 of the 239 total transfers in 2009. Most students transfer into Curriculum and Instruction, where the majority focus on Middle Childhood Education, followed by Early Childhood Education.

A Teacher Education program was established in cooperation with MATC-Milwaukee in 1987, enabling students who were interested in eventually transferring to the SOE to receive an Associate's Degree in Education. In another effort to help MATC students acclimate to UWM, MATC has an intro course at UWM to help students through their transition. The course provides credit at MATC, but it is taught by UWM faculty and staff.

"This is a big issue nationwide and also in Wisconsin. The success rate of students who transfer from a two-year school to a four-year career and graduate is only 15 percent," Longwell-Griese said.

UW-Parkside's Teacher Education program has been shut down by the state earlier this year reportedly for not meeting program standards. The SOE expects to get numerous transfer students from UW-Parkside this fall.

UWM has recently established a new online Web site with information for transfer students. Visit www.uwm.edu/soe/future_students/transfer/
Honoring MSTM graduates, supporting current students

Marion Roodell Hencke ('41 BS) just celebrated her 90th birthday in Milwaukee, and in lieu of birthday presents, family and friends made contributions in her honor to the Milwaukee State Teachers College (MSTM) Scholarship Fund in the School of Education.

Milwaukee State Teachers College was a UWM predecessor institution formed in 1927. In 1936, we became UWM. There are many alumni who are proud to say they lost both MSTM and UWM.

In 1998, a group of MSTM alumni created the scholarship fund with $8,000. It has grown significantly over the years, and today some 16 students receive $1,000 scholarships each year. The scholarship is available to any undergraduate student enrolled in SOE and pursuing teacher certification.

Marion Roodell Hencke is an amazing woman who taught kindergarten through third grade. She remembers fondly her education at MSTM and her excellent teachers. Marion was placed in a teaching position before she graduated, which was challenging but which really helped advance her training. She most enjoyed teaching first and second grade, and teaching music for a brief time. Marion's more than 20-year teaching career includes teaching in Paluma, Waukesha, and being a substitute teacher in MPS for 15 years. She was thrilled to know her family and friends supported UWM and the MSTM Scholarship with more than $1,200 in donations.

Dawn Hencke, Marion’s granddaughter-in-law, found information about UWM and MSTM on our website and called me to discuss the possibility of requesting donations to UWM. She was pleased to learn more about the MSTM Scholarship Fund, and knew “Grandma H.” would enjoy having her birthday presents support our students. UWM sent Marion birthday cards to let her know about all the generous people who made contributions in her honor. We would like to extend our gratitude to Marion, Dawn and their family and friends. Happy birthday, Marion. Thank you!

Katie Sparks
Director, SOE Development Office

The University of Wisconsin–Milwaukee’s School of Education has the faculty, programs and expertise you need to continue—and enhance—your career.

Visit uw.edu/soe to learn more about all our outstanding programs
Honoring MSTC graduates, supporting current students

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Milwaukee State Teachers College was a UWM predecessor institution formed in 1917. In 1956, we became UWM. There are many alumni who are proud to say they both MSTC and UWM.

In 1958, a group of MSTC alumni created the scholarship fund with $4,000. It has grown significantly over the years, and today some 16 students receive $1,000 scholarships each year. The scholarship is available to any undergraduate student enrolled in SOE and pursuing teacher certification.

Marion Rodeffer Hencke is an amazing woman who taught kindergarten through third grade. She remembers fondly her education at MSTC and her excellent teachers. Marion was placed in a teaching position before she graduated, which was challenging but which really helped advance her training. She most enjoyed teaching first and second grade, and teaching music for a brief time. Marion’s more than 20-year teaching career includes teaching in Palmyra, Waukesha and being a substitute teacher in MPS for 15 years. She was thrilled to know her family and friends supported UWM and the MSTC Scholarship with more than $1,200 in donations.

Dawn Hencke, Marion’s granddaughter-in-law, found information about UWM and MSTC on our website and called me to discuss the possibility of requesting donations to UWM. She was pleased to learn more about the MSTC Scholarship Fund, and knew “Grandma H.” would enjoy having her birthday presents support our students. UWM sent Marion birthday cards to let her know about all the generous people who made contributions in her honor.

We would like to extend our gratitude to Marion, Dawn and their family and friends. Happy birthday, Marion. Thank you!

Katie Sparks
Director, SOE Development Office

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