

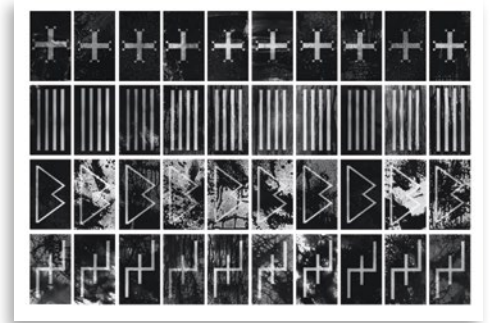
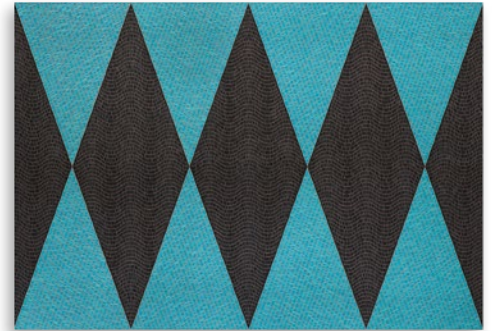


Learning Connections

FOR UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF EDUCATION ALUMNI AND FRIENDS • SUMMER 2021



**Within every challenge,
an opportunity**



School of Education unveils new online gallery

The UW–Madison School of Education Gallery’s purpose is to promote the three arts-based departments: Art, Theatre and Drama, and Dance. By creating an accessible and communal space, the School of Education Gallery highlights the research, projects, and exhibitions of alumni, faculty, staff, and students in the School.

The first exhibit in this new virtual space was launched in April 2021 and was titled: "UW–Madison Alumni: A Legacy of Indigenous Perspectives." Participants are alumni of, or faculty members with, the School of Education’s Art Department. Examples of works from that exhibit are showcased on this page.

To learn more, visit the School of Education Gallery at: gallery.education.wisc.edu



Clockwise from top: "Elizah Leonard," Thomas Jones (Professor with Art Department), digital photograph with beadwork; "She Gives (Quiet Strength VII)," Dyani White Hawk (MFA, 2011), acrylic on canvas; "So' (Stars)," Dakota Mace (MA, 2016), chemigram (Open Series); "Gathering," Joe Feddersen (MFA, 1989), blown glass with mirror and copper enamel; "Finding La Vie En Rose #2", Alex Peña (MA, 2008; MFA 2009), mixed media on handmade red paper.

As tulips bloomed on campus and vaccination rates climbed across the country this spring, UW-Madison started taking steps to emerge from the pandemic and consider a new normal.

SARAH MAUGHAN/SCHOOL OF EDUCATION

AROUND THE SCHOOL

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SIAMN HARPER

"Let's Talk About It" — designed by alumnus Ian Chalgren — showcases the art painted on Madison's State Street storefronts after the George Floyd protests during the summer of 2020. Learn more, Page 19.



UW-MADISON SCHOOL OF EDUCATION is ranked **#4** (trailing Harvard, Penn, and UCLA)

UW-MADISON HAS HELD A SPOT IN THE TOP 5 FOR EIGHT STRAIGHT YEARS

OUR 2022 SPECIALTY PROGRAMS IN THE TOP 10

- #2 Secondary Teacher Education
- #3 Educational Administration
- #3 Student Counseling
- #4 Curriculum and Instruction
- #4 Elementary Teacher Education
- #6 Education Policy
- #6 Special Education
- #10 Higher Education Administration

Note: Most all programs are ranked every year by U.S. News

ACCORDING TO U.S. NEWS AND WORLD REPORT'S 2022 BEST EDUCATION GRADUATE SCHOOLS RANKINGS

uwsoe • Follow

uwsoe U.S. News and World Report's 2022 Best Education Graduate Schools rankings have UW-Madison's School of Education at No. 4 in the U.S. — marking our eighth straight year in the Top 5. U.S. News also ranks nine education specialty programs — and we're in the Top 10 in each. Thanks to all of our faculty, staff, students, alumni, and friends who make this such a special place! See link in bio for our post about the rankings.

#usnewsandworldreport #collegerankings #bestschools #teaching #educationpolicy #specialeducation #curriculumandinstruction

177 likes MARCH 30

UW-Madison Education @UWMadEducation • May 9

Sabrina Hilton, graduating with a doctor of occupational therapy degree from our School of Education's Department of Kinesiology, holds her six-day-old daughter during Saturday's commencement celebration at Camp Randall.

UW-Madison @UWMadison • May 9

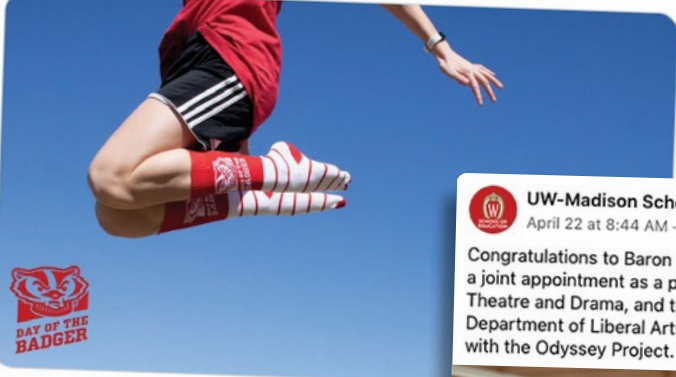
Saturday was for Badger grads, Sunday is for Badger moms. Badger grads who are moms win the entire weekend.

Happy Mother's Day! ❤️



UW-Madison Education @UWMadEducation • Apr 6

Jump around with joy!! It's finally #DayoftheBadger. Wear red. Share your memories. Tag us and fill our feed with #badgerred and #UWmemories. For each tag, like, share, or comment, a generous alumna will donate \$1, up to \$5,000! Give back to the school: ow.ly/Hwal50Ebogt



UW-Madison School of Education

April 22 at 8:44 AM

Congratulations to Baron Kelly on this prestigious honor! Kelly holds a joint appointment as a professor with both our Department of Theatre and Drama, and the Division of Continuing Studies' Department of Liberal Arts and Applied Studies, where he works with the Odyssey Project.



NEWS.WISC.EDU

UW-Madison's Kelly named to College of Fellows of the American Theatre

1,064 People Reached 42 Engagements

Boost Post

17 3 Shares



School of Education
UNIVERSITY OF WISCONSIN-MADISON

**LEARNING CONNECTIONS
SUMMER 2021**

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MESSAGE FROM THE DEAN

Dear friends:

The coronavirus has altered our lives in significant ways and transformed how our School of Education operates. Although challenges are ongoing, the success of COVID-19 vaccines is raising expectations that the next semester will look more like fall 2019 than fall 2020.

That’s wonderful news, because our Badger community flourishes when it can come together, in person. Collectively, we create a vibrant campus culture through classroom learning and discussions, crucial research, student organizations, performances in the arts, Badger sporting events, evenings at the Terrace, and so much more.

I’m so excited and hopeful for what is ahead.

Of course, the School of Education hasn’t merely gotten by since the coronavirus significantly altered our operations in March 2020—we’ve worked hard to thrive and innovate.

Our School continues to strengthen its commitment to racial justice, with Associate Dean LaVar Charleston’s Office of Equity, Diversity, and Inclusion (OEDI) adding three talented team members in 2021. Ida Balderrama-Trudell is OEDI’s inaugural director of student engagement, Sam Becker is the new director of teaching and learning innovation, and Justin Brown is the EDI program associate.

Meanwhile, our School was again rated among the very best in the nation—ranking No. 4 in U.S. News and World Report’s latest Best Graduate Schools rankings. It’s the eighth straight year we’ve been rated among the top five.

Finally, Impact 2030—the ambitious, \$40 million, donor-funded initiative that’s designed to significantly strengthen our School leading up to its centennial in 2030—is gaining momentum following its launch in August 2020. Some of our most recent efforts include: developing ways to dramatically increase the number of students who are participating in high-quality, paid internships; advancing a visionary plan for expanding global education projects, activities, and study abroad opportunities tied to one’s major; and establishing a new Impact Scholars Program that will bolster supports and seek to increase the diversity of students across our arts, health, and education programs.

The cover story in this edition of *Learning Connections* centers on how we can take some of the lessons we’ve learned during this past year-plus—and emerge stronger and better than ever. (*Read about my thoughts on this on Page 14.*)

I’m eager to see what this new normal brings about. No matter what the future holds, with support from so many of our alumni and friends just like you, we’ll continue moving forward with a sense of optimism and a belief in big ideas.

— Diana Hess



SARAH MAUGHAN/SCHOOL OF EDUCATION

Hear what students are saying about utilizing the Teacher Pledge

In an effort to help bolster Wisconsin's teacher workforce and give the state's schoolchildren access to the high-quality educators they deserve, we launched a bold new program in August 2020: the UW–Madison School of Education Wisconsin Teacher Pledge.

It's the first program of its kind offered by a public university. Here's how it works: The initiative "pledges" to provide financial support — including up to in-state tuition, fees, and testing certification costs — for students enrolled in any of the School's teacher education programs.

In return, after graduating the students "pledge" to teach for three or four years at a pre-kindergarten through 12th grade school in Wisconsin. Students who go on to teach in a high-need school or in a high-need subject area will fulfill their obligation in three years, while all others will do so in four.

We reached out to students utilizing the Teacher Pledge to hear what they had to say about the program and their goals of becoming an educator:



To learn more about the Teacher Pledge, visit:
tec.education.wisc.edu/teacher-pledge



MEGAN MULLEN AND ABBI MULLEN

Elementary and Special Education Dual Certification

What inspired you to become a teacher? Megan – Growing up, my mom held various positions in different schools around Madison, so my sisters and I spent a lot of time in them. On the evenings she had late meetings, we would explore whichever school she was working in at the time. It was always fun learning about the values of each school and meeting the students/staff she worked closely with. My mom is a very talented educator and has always inspired me to become one myself.

What was your reaction when you learned about the Teacher Pledge? Abbi – My reaction was just a sigh of relief. I had been stressed out all summer (of 2020) about how I was going to pay for the upcoming school year, so when the university introduced the Teacher Pledge, I just felt so happy and grateful that they were able to establish such a great program that eased financial worries for so many students.

How is the Teacher Pledge making it easier for you to pursue your goal of becoming a teacher? Megan (who graduated in Spring 2021) – The Teacher Pledge has allowed me to fully focus on my academic responsibilities and my growth as an educator.

What's it like having a sister with similar career aspirations? Abbi (who graduates in Spring 2022) – It is so cool! I am very lucky to have a sister who has similar career aspirations. If I need help on an assignment she is able to support me and understand it, because she had to go through the same courses. Also, if I just want to talk about a topic or issue we covered in one of my classes, we are able to have an insightful conversation because she is well informed on the topics herself.



JON-LUC CAYABYAB
Secondary Education — Science

How did you hear about the Teacher Pledge, and what was your reaction? The Teacher Pledge was rolled out to my cohort at the end of the summer, and it honestly came as a relief. Even before the pandemic began, supporting myself financially during this year of pre-service teaching was daunting. But the Teacher Pledge put my mind at ease, and additionally it was encouraging to see this institution invest in teachers and in the future. ...

Once I have my own classroom, I will be free of that very same financial stress that would have followed me for quite possibly a number of years. I can go forward knowing that I can dedicate my whole self to my classroom, my students, and the school community I become a part of.

How do you hope to make a difference as an educator in Wisconsin? I don't want to be just another cog in the system. We can always do more and be better for the students we serve, so I hope that wherever I go in Wisconsin I take with me the ideals that push myself and my colleagues to challenge ourselves and the status quo to build an education system that works for every student that comes through our doors. I want to inspire and be inspired every day, whether that be by students, peers, or parents.



SIERRENA TAYLOR-SEALS
Secondary Education — English

Where are you from, and what brought you to UW-Madison? I was born in Seattle, Washington, but have lived the majority of my life in Milwaukee, Wisconsin. I was first attracted to this school as a freshman in high school after we visited a couple of times. And by this time, I had decided I wanted a career in teaching. So, when I was told that UW-Madison had really good teacher education programs by a couple of my favorite teachers who had graduated from here, UW-Madison became one of my first choices.

What inspired you to become a teacher? I decided that I would become a teacher around the same time that I became explicitly aware that racism festered all over this country and that anti-Blackness was alive and well in our classrooms, which, up until this realization during my freshman year, had always been posed as separate from the “outside world.” Then I began learning about the disparities in educational experiences between students of color and white students. And, as I continued to investigate this, I was left with a lot of questions and with a very strong urge to put myself where I recognized the work that I wanted to do would matter most — in the classroom.

How is the Teacher Pledge making it easier for you to pursue your goal of becoming a teacher? The Teacher Pledge has made it easier for me to commit myself to this training and work that I am really passionate about! I was so happy to hear that it was an option for us.



MASON GAUTHIER
Spanish Education

Where are you from, and what brought you to UW-Madison? I am originally from Neenah, a town in northeast Wisconsin. I came to UW-Madison because it had been my top choice for as long as I can remember and it had everything I'd been looking for.

What inspired you to become a teacher? My teachers! I am very lucky to have attended a high school that had so many teachers who went above and beyond for their students, so I repeatedly saw first-hand the impact a committed teacher could have on students in and out of the classroom.

How is the Teacher Pledge making it easier for you to pursue your goal of becoming a teacher? It goes without saying that paying for school is no easy feat, so the Teacher Pledge has taken a huge weight off my shoulders! It has allowed me to focus so much more on what's really important to me right now, which is growing into the best Spanish teacher I can possibly be.



Hometown: Houston, Texas

Educational background: BS in human development, Cornell University; MA in child development: children with disabilities, Tufts University; PhD in special education, University of Kansas

Previous position: Assistant professor of early childhood education/special education, University of Nevada, Las Vegas

New Faculty Focus: Q&A with Hailey Love

The School of Education welcomed 16 new faculty members to campus during the past academic year, which is one of the largest cohorts to sign on with the School since its founding in 1930. We share Q&As completed by our newest faculty members in an effort to introduce them to our campus and School of Education communities. Here, we introduce Hailey Love, who joined the School as an assistant professor with the Department of Rehabilitation Psychology and Special Education.

How did you get into your field of research? While working for an early childhood education nonprofit in Boston, I was continuously shocked by the significant disparities in the educational opportunities young children from marginalized backgrounds had access to, particularly children of color with disabilities whose families were experiencing poverty. ... I really wanted to further explore and address the idea that “all inclusion is not ‘good’ inclusion.” That is, it is not enough to simply place a child with a disability in a general

education classroom. Instead, we have to be continuously responsive to all aspects of a child’s identity, support needs, and background, including addressing ways our social and educational systems have marginalized children and families of color, those experiencing poverty, and those who are multilingual (among other marginalizations).

What attracted you to UW–Madison?

UW–Madison, particularly the School of Education, has a great history of producing research that truly advances our society in general, and in the field of education, specifically. Coming here was an amazing opportunity to join trailblazers who share my values around equity and inclusive education, and to learn from the legacy of those who have been here previously.

Is there a way your field of study can help the world endure and recover from the COVID-19 pandemic? Unfortunately, COVID-19 has highlighted and amplified so many inequities in our society. However, it has also revealed and

made possible new ideas about how we can be in community with each other and contribute to each other’s well-being. I hope COVID-19 is a lesson in the fact that our systems can be malleable. If we listen to, and care about, those who are most vulnerable to harm, we can create new possibilities for equity.

Do you believe your work relates in any way to the Wisconsin Idea?

One of the things that stands out to me about the Wisconsin Idea is that the work we do as scholars should have a positive impact on our community. In my work, I hope to better prepare the educators who teach our youngest children with various support needs. My research is also not possible without partnering with schools and early childhood programs. My goal for every study I do is to be able to provide information and support to my community partners, as well as advance knowledge in my academic communities. One great thing about education research is that you can impact children, families, teachers, and policy at multiple levels.

Class of 2021 graduates prepared to lead and inspire

On Saturday, May 8, UW–Madison celebrated its May 2021 Commencement. We are tremendously proud of all our students — nearly 600 of them — graduating from School of Education programs.

We reached out to a few of our graduating students from bachelor's to PhDs to learn more about their favorite memories, advice for incoming students, and more. Here are a few highlights:



HALEY SCHULTZ

PhD, Educational Psychology

Advice for incoming students — “Graduate school is a marathon, not a sprint. You will receive many opportunities, but you cannot say yes to everything. Establish boundaries and prioritize the experiences that advance your knowledge and training. Connect with your fellow graduate students; they are invaluable resources.”



MARCUS WEATHERS JR.

MS, Clinical

Rehabilitation Counseling

Advice for incoming students — “You have earned the privilege of accepting admittance into one of the best universities, so immerse yourself in the culture. Find yourself a great group of people to experience the journey with, and reach out to your professors and advisers in times of need, or just because.”



TIGER WANG

BS, Education Studies and History

Most meaningful experience at UW–Madison — “The most meaningful lesson I learned at UW–Madison is the value of multiculturalism. Growing up in a homogenous society (in Beijing, China), I have long ignored the role of culture and identity in my daily life, but my experience at UW–Madison presented me with another possibility. In a multicultural environment, my culture suddenly becomes the ‘stamp’ of who I am. The situation provides me with a precious opportunity to reconsider the value and meaning of culture to me. By interacting with students of different cultural backgrounds, I have gradually discovered the uniqueness and value of myself and my culture. All elements of my environment while growing up are an integral part of my cultural identity. My culture enables me to be the ‘special’ one in the crowds and share my unique stories. My culture is also the shelter where I can seek support and recognition when lost in the swirl of an identity crisis. This experience leads me to be more tolerant and respectful, because I know others love their cultures the same as I do my culture. The value of studying in a multicultural campus like UW–Madison is best manifested here. The harmonious co-existence of different cultures teaches me to value both myself and others.”



AMANDA KOLSCH

BS, Dance

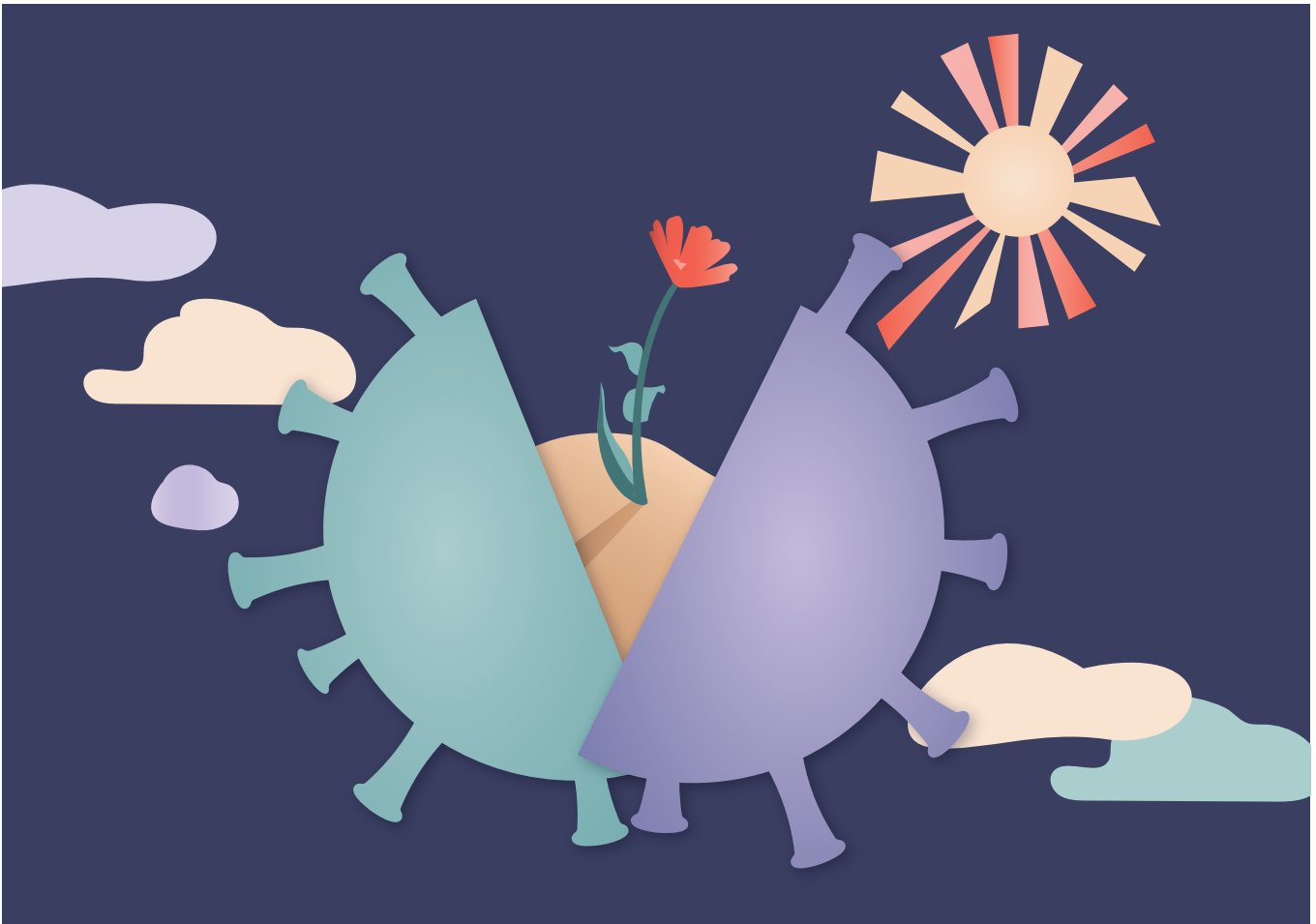
Most meaningful experience at UW–Madison — “Lathrop Hall (in the Dance Department) is full of some of the most welcoming, motivating, and creative people who have deeply defined my personal growth and UW experience.”



SHEHROSE CHARANIA

BS, Health Promotion
and Health Equity

Future plans — “UW–Madison has brought me closer to my passion for health equity, allowing me to defy the impossible, and encouraging me to embrace the value and validity of my voice.”



Within every challenge, an opportunity

To say the COVID-19 pandemic presented challenges to the UW–Madison campus community – and the world – is an understatement. But the School of Education’s faculty, staff, and students not only found ways to get by – they often thrived. Now, the School is looking forward with hope and anticipating a fall semester that’s shaping up to be much more like 2019 than 2020.



It was March 11, 2020, when UW–Madison announced it would be halting all face-to-face instruction due to the COVID-19 pandemic.

The university’s day-to-day operations were changing abruptly and dramatically. In the School of Education alone, faculty, staff, and some graduate students worked tirelessly to move more than 400 courses serving more than 2,500 different students to virtual formats in just more than a week, while nearly 1,000 employees figured out how to work remotely.

“The most vivid image I recall from that period was staring at a spreadsheet of all of the courses we had running across the School and knowing we had an aspiration to support every instructor and every course to continue on with as little disruption as possible,” says Maria Widmer, an instructional designer with the School who would play a key role in helping make the transition a success. “The scale and scope of it all was something I’ll never forget.”

From the onset, Dean Diana Hess focused the School’s overall efforts on four priorities: safeguarding the health of students, faculty, and staff; ensuring students complete their classes; maintaining, when possible, the university’s research and other operations; and joining in the national effort to slow the spread of the coronavirus.

Yet front and center was figuring out how to move all those classes from traditional, face-to-face settings to alternate delivery modes from a distance.

“This was an extremely heavy lift,” Hess says of shifting all those classes online so quickly.

“For that first month, it was all adrenaline, all the time,” adds Anna Lewis, the School’s co-chief information officer and co-director of MERIT (Media, Education Resources, and Information Technology). “Our faculty and instructors were the biggest stars of this transition. They were ultimately the ones responsible for making it work. Not only were they teaching

—but like everyone else, they were learning and adapting to a new environment. Over time they built competencies in video-conferencing and connecting with their students in new ways.”

The School also utilized “TechTAs” — MERIT student employees who provided support while courses were being delivered virtually in real time, allowing faculty members to focus more on delivering the content of their course.

Overall, the quick transition to distance learning is viewed as a success. That doesn’t mean it was perfect. And certainly, some courses were easier to convert to virtual formats than others. But the School of Education and campus ultimately made it through the 2020 spring semester — complete with virtual commencement.

“It became pretty clear to me that with the correct stimuli university faculty and staff can move at laser and light speed — much like any successful corporation,” says Jerlando Jackson, the Vilas Distinguished Professor of Higher Education, chair of the Department of Educational Leadership and Policy Analysis, and director and chief research scientist of Wisconsin’s Equity and Inclusion Laboratory. “Universities typically operate at a very deliberate pace. We learned we can change large and difficult aspects about our work quickly.”

From surviving ... to thriving

As spring turned to summer one year ago and it became clear the pandemic would remain a significant factor for the foreseeable future, campus centered its efforts on making sure it could provide the very best, high-quality education for its students in this new environment — whether that instruction took place in person (with limited capacity, mask wearing, physical distancing, and other safety protocols), online, or as a hybrid.

Also during Summer 2020, the School of Education launched Impact 2030 — an ambitious initiative designed to dramatically strengthen an already highly regarded School. Thanks to generous donors who are backing these efforts with \$40 million in support, Impact 2030 is helping the School push the boundaries of innovation, research, and creativity over the next decade leading up to its centennial in 2030.

While some aspects of Impact 2030 are evolving, the launch of the initiative paid immediate and substantial dividends during the pandemic, creating support for:

- **Tech Equity program:** With classes being moved online or utilizing a hybrid of online and in-person sessions, the School provided students in need of laptops or better internet connectivity with assistance. Through this program, the School distributed 35 computers and 55 mobile hotspot devices to provide connectivity to the internet.
- **Bridge to Success scholarships:** To better support students experiencing financial hardship due to the COVID-19 crisis, the School established the Bridge to Success scholarship program. The first round of scholarships, for students taking 2020 Summer Term courses, supported 367 scholars with \$1.34 million in support. A second round of funding for the 2020 fall semester helped 502 students with \$1.04 million in support. These scholarships were funded via a legacy

gift to the School that was doubled utilizing Impact 2030 Morgridge Match funds.

- **Teaching Innovation grants:** Across the School, 101 instructors received financial support to invest additional time reconfiguring or converting their courses to high-quality online or hybrid modes, or to physically distanced face-to-face instruction. The School provided pedagogical and instructional design support, as well as technological help in the form of software and/or equipment when needed.

The Teaching Innovation grants — in conjunction with School and university professional development opportunities and guidance — proved instrumental in helping faculty and instructional staff deliver the high-quality learning experiences students deserve.

Rosemary Russ, an associate professor of science education with the Department of Curriculum and Instruction, and an Ann Wallace Faculty Fellow, says the change to online teaching was an opportunity not just to recreate what she had done in face-to-face instruction, but instead to disrupt the way teaching and learning are done at the university level.

Specifically, Russ wanted to challenge the idea that academic writing is the only — or even the best — way to demonstrate knowledge.

“I realized that a lot of my assignments require students to write papers, which is not anything they’ll do when they become teachers,” says Russ, who works with future educators in the School’s teacher preparation programs. “So I tried to make my assignments more authentic to their own lives and align them with the strengths we want them to have as professional teachers.”

Her efforts resulted in the development of new ways for students to demonstrate deep knowledge of the course content. For example: A returning student created a video of her own child exploring science in ways that took theoretical constructs from the course readings and made them tangible and visible. Another translated the course material into everyday language suitable for the youngest learners and wrote a children’s book about the content.

Several faculty members noted rethinking how instruction could best be delivered during the pandemic has improved teaching and learning overall — and will pay dividends when campus is able to return to more typical times.

“I know I’ve increased my teaching skills during the pandemic and I’ve heard colleagues say the same thing,” says Andrea Harris, an associate professor and chair of the School of Education’s Dance Department. “I took an online bootcamp in the spring 2021 semester and it made me reevaluate how I was teaching and utilizing learning goals, how I could improve communications with students, and how to better utilize tools such as Canvas (the online learning management system). That will help me as an educator moving forward.”

During the fall 2020 semester, the School of Education administered 462 courses — with 206 of those in person, 167 online, and 89 a hybrid of both.

These many efforts proved valuable. According to a campus



“The most vivid image I recall from (the start of the pandemic) was staring at a spreadsheet of all of the courses we had running across the School and knowing we had an aspiration to support every instructor and every course to continue on with as little disruption as possible. The scale and scope of it all was something I’ll never forget.”

— Maria Widmer, instructional designer with the School of Education



survey of the fall 2020 semester, overall grades across UW–Madison were up from the previous year, while failing grades and the undergraduate withdrawal rate held steady (although there was a slight uptick for international students located abroad). In addition, course evaluations were generally comparable to prior years.

“I remember initially thinking delivering high-quality education during a pandemic is going to be impossible — that there’s no possible way instructors can do their job well or that students will be in a place to be able to learn well,” says Russ. “But that wasn’t the case. It wasn’t easy but we persevered.”

With the global pandemic entering its second year during the Spring 2021 semester, the nature of classroom experiences across UW–Madison continued to evolve. The majority of classes remained online or in a hybrid format in deference to the coronavirus, although some classes with under 50 students

again continued in person or via a hybrid mode.

Like the fall semester, all those attending in person were required to wear face masks and physically distance. What was new for spring 2021 was that access to all campus buildings required faculty, staff, and students to display a green badge on the newly developed Safer Badgers app, signifying they were in compliance with required campus COVID-19 testing.

In the spring 2021 semester, there were 468 courses across the School of Education — with 117 in person, 297 online, and 88 hybrid (with 34 in more than one modality).

“One of the things that has changed during the pandemic is a renewed focus on teaching — and the Teaching Innovation grants and other efforts played a key role in making these efforts possible” says MERIT’s Lewis. “I believe this will continue to pay off moving forward.”

“The pandemic has triggered a sort of renaissance in the performing arts. Even before the pandemic, there was a consistent shift towards digital technology and how these technologies can be used to make the world a little bit smaller. For the past 15 to 20 years, we’ve been in a global conversation in terms of access to the arts and who has access to performance.”

— **Chris Walker**, professor with the Dance Department and a faculty fellow with the School of Education



Expanding the School’s reach

The global pandemic has had far-ranging negative — and in some instances, disastrous — effects. As often happens during the harshest times, however, there emerged unanticipated positives.

“The pandemic has triggered a sort of renaissance in the performing arts,” says Chris Walker, a professor with the Dance Department and a faculty fellow with the School of Education. “Even before the pandemic, there was a consistent shift towards digital technology and how these technologies can be used to make the world a little bit smaller. For the past 15 to 20 years we’ve been in a global conversation in terms of access to the arts and who has access to performance.”

Walker, who grew up in Jamaica learning to dance, explains that he only had access to what was made available on video or DVDs in the local library. And even these were already curated.

“What my students have access to through YouTube, through Instagram, and other media sharing platforms, is a plethora of global approaches to dance,” says Walker. “What the pandemic did was force us to put into practice some of the things that we thought were five to 10 years down the line.”

For example, on Feb. 26 Walker led the 14th annual production of “Moonshine,” a traditional performance gathering in celebration of Black History Month featuring dance, spoken word, and experimental contemporary performance. This year’s event — which was virtual for the first time — featured appearances by First Wave Scholars, the First Wave Touring Ensemble, and “Take This River” — a work by Mark Hairston (Mark H.), an assistant professor with the School’s Department of Theatre and Drama. “Moonshine” was streamed live via YouTube and is now also archived (search YouTube for “Moonshine 2021”).

To be clear, there are many aspects of a live, in-person performance that can’t be replicated via a virtual format.

“We’re human beings and we identify ourselves as individuals through robust interactions with other human beings,” says Walker. “Performers take those interactions and that sharing of kinetic energy to a high art. You cannot recreate that in a virtual space.”

Nonetheless, the ability to reach a larger and broader





SARAH MAUGHAN/SCHOOL OF EDUCATION

“I’m certainly not going to miss having giant hurdles in front of every single move.”

— Helen Lee, associate professor with the Art Department and a Helen Burish Faculty Fellow



audience that otherwise may never experience “Moonshine” is also intriguing.

“One of the things that has saddened me previously was people would show up for the (live performance) and we wouldn’t have enough seats,” Walker says of “Moonshine,” which is traditionally performed in the intimate, 240-seat Margaret H’Doublar Performance Space in Lathrop Hall. “But you don’t want to move to a larger theater because of the intimacy of that performance. So reaching a different and wider audience this year was really powerful to me.”

Similarly, Luis Columna’s Fit Families program for children with autism spectrum disorder (ASD) and their families was forced to go virtual in March 2020. Previously, this theory-based, physical activity program was regularly hosting children with ASD and their families at venues on campus and elsewhere in Madison.

Columna and his team considered cancelling the program. Such a move, however, would be especially harmful to the very families the program is designed to support. While school closures are difficult for many, children with ASD were disproportionately affected by this situation, notes Columna. He realized parents — many lacking the time (due to work

obligations), space, or teaching skills (particularly physical education skills) — were suddenly responsible for both engaging their children in educational learning and finding ways to keep kids active.

“The pandemic pushed us and made us think more creatively,” says Columna, an associate professor with the School’s Department of Kinesiology and a native of San Juan, Puerto Rico. “It’s always been our goal to bring the Fit Families program to more people — and the new infrastructure that we’ve created over the past year is going to allow us to expand these research-based services.”

With the changing landscape brought on by the coronavirus, Columna and this team transitioned to delivering online video workshops, while collecting feedback from parents via the Qualtrics survey platform. The Fit Families team was also communicating with participants via phone calls, text messages, and closed Facebook groups, where parents can also exchange information with each other.

Columna says the School of Education provided additional support to his program during the pandemic by covering fees related to mailing equipment and other materials that families traditionally received during in-person meetings.

The team is developing an app that will further broaden the program's reach and its ability to collect critical data on the effectiveness of the initiative. This fall, Columna's team will be testing the effectiveness of some of these changes to the program with 45 families of children with ASD. Recruitment for the research project begins this summer.

"When we were in person in Madison, we could only reach so many families," says Columna, who is also planning to translate this programming to Spanish. "We'll now be able to reach families from New York to California. Without the pandemic, this would never have happened so quickly."

During the fall 2020 semester and continuing through spring 2021, the School's Office of Equity, Diversity, and Inclusion (OEDI) teamed up with its Office of Professional Learning and Community Education (PLACE) to produce a series of virtual symposia focused on critical issues of racial justice. Events were titled: Leading Antiracist School Communities; Advancing Health Equity in the Era of COVID-19; Addressing Inequities in School Policies, Policing, and Discipline Practices; Advancing Hip Hop as a Path Toward Equity; The Power of Real Talk to Make Real Change; and Centering the Whole Child in Teaching and Learning. (All of the recordings from the symposia are available at place.education.wisc.edu.)

"The pandemic has been difficult in so many ways," says LaVar Charleston, who became the School of Education's first associate dean for equity, diversity, and inclusion in June 2019. "We had done all this work and prepared a strategic plan for the School to start implementing important EDI work and then the pandemic hits and George Floyd is murdered and we're trying to figure out how best to connect with our students and community when we can't meet in person."

The Real Talk for Real Change symposium is but one example of how the School continued its vital EDI efforts — and even broadened its reach. In all, more than 2,600 people signed up for the seven Real Talk for Real Change events, with people tuning in from campus, across the nation, and around the world.

Says Charleston: "It was a difficult situation — but also an opportunity."

Forward, toward a new normal

Despite everyone's best efforts and the success stories, to say the past year-and-a-half has been challenging would be an understatement.

Helen Lee, an associate professor with the School of Education's Art Department, was blunt in explaining the significant efforts required to successfully run her glassblowing courses via a hybrid mode — including researching and implementing safe ways for students to hone their craft in the Glass Lab.

"I'm certainly not going to miss having giant hurdles in front of every single move," says Lee, who holds a Helen Burish Faculty Fellowship.

The demands were persistent and barriers immense — much of which went unseen.

"The colossal shift from in person to remote instruction garnered the bulk of the media's attention, but the effects of the pandemic have been more far-reaching," says James Wol-

lack, a professor and chair of the Department of Educational Psychology. "Many faculty and students have seen research projects delayed because of the inability to collect data, there are blurred work-life divisions, and many faculty, staff, and students have taken on roles of 'teacher' for their children, 'health care worker' for loved ones, or 'social worker' for vulnerable family members."

Adds Wollack: "Yet, the resilience and compassion I have witnessed across our department and School astounds me. In my 30 years on campus, I have never been prouder of my colleagues than at this time."

After well over a year of facing unprecedented challenges brought on by the pandemic, the end of the 2021 spring semester provided a shot of energy and a sense of optimism as students made a triumphant return to Camp Randall Stadium on Saturday, May 8, for in-person commencement celebrations. There were two ceremonies — one for undergraduates and one for all graduate degree candidates — honoring more than 7,600 students who earned degrees (5,493 undergraduates, 1,266 master's, and 871 doctoral candidates).

Because of the ongoing safety protocols, no family or friends were allowed in attendance, with the event being livestreamed. The School of Education launched a special commencement webpage — as it had for spring and winter 2020 — to highlight, recognize, and honor its nearly 600 graduates.

And while the spring 2021 commencement wasn't quite like previous events in the many years prior to the pandemic, it nonetheless marked a turning point of sorts for the campus community.

"Seeing their collective joy at being able to celebrate together and in person was high among the happiest moments in the past 18 months," UW-Madison Chancellor Rebecca Blank wrote in a message to campus in mid-May.

As vaccination rates climbed through the spring, campus continued to pivot and over the summer is preparing as if the upcoming fall semester will look much more like 2019, than 2020.

"We are a community that thrives on the connections between people who converse, learn, and discover together, in person," Chancellor Blank wrote in a blog post. "Students make friends with people from entirely different backgrounds; students interact with top faculty in the classroom; faculty talk after a seminar and launch a new research project; and all of us create a campus culture through concerts, sporting events, Terrace evenings, visiting speakers, student organizations, and a constant flow of visitors from around the world who come here to speak and to learn."

Dean Hess continues to stress that there remain many unknowns. And as she highlights in the following pages, there were plenty of lessons learned during the COVID-19 era — which will ultimately make the School of Education different but stronger moving forward.

"This isn't going to be like a light switch — where we just flip it back on and everything is back to the way it was before the crisis began," says Hess. "We will not go back to normal. Instead, we need to create a new normal — and we will."

On It, Wisconsin!

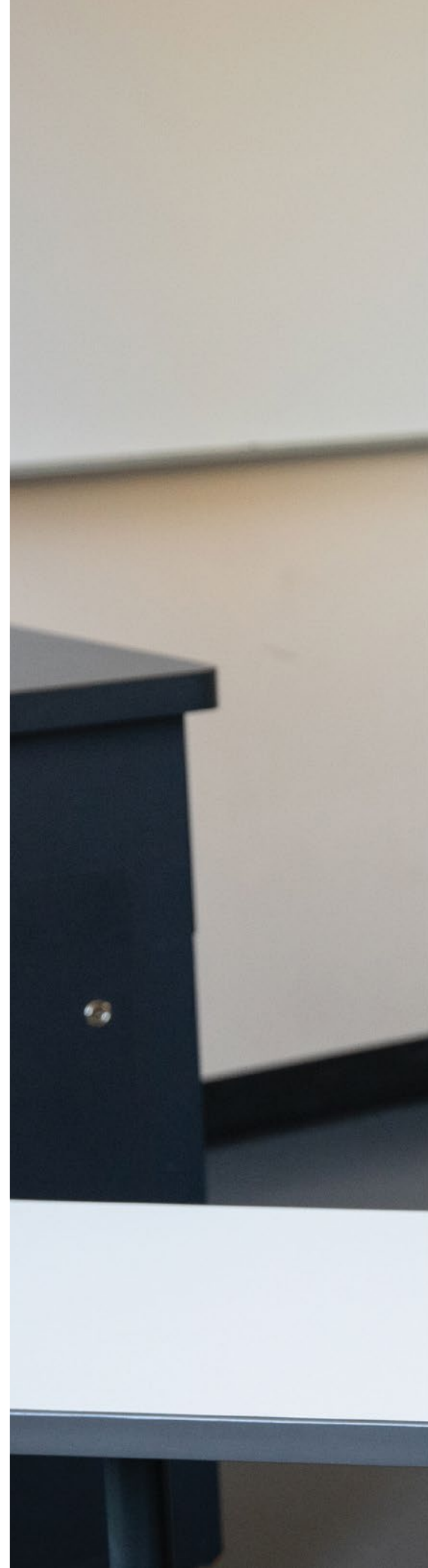
Dean Diana Hess takes a look back at the difficult past year-plus — and the lessons learned that will make the School of Education stronger moving forward

By Dean Diana Hess

When I interviewed for the dean position in May 2015, I predicted higher education would change more in the next 10 years than it had in the last 50. I was thinking about: changes in teaching and learning; the development of new fields and programs of study; an increased emphasis on diversity, equity, and inclusion; the need for research to focus more explicitly on some of our society's most pressing challenges; and new funding models.

Of course, I did not predict that five years into my deanship a worldwide pandemic would wreak havoc on virtually every aspect of our society. Nor could I predict that the killings of George Floyd and others by police officers would cause protests unlike anything we had seen in a generation, sparking a renewed emphasis on creating a society that is purposely anti-racist. Now, nearly one-and-a-half years into the pandemic, and just over a year after the murder of George Floyd, I am often asked what the “new normal” will look like. Of course, that is impossible to predict because the future so fundamentally depends on our deliberate choices. A “new normal” will not just rain down on us; we will create it, decision by decision. And those decisions will be influenced by what we learn from the COVID-19 pandemic, the protests, and heightened calls for racial justice.

It is incumbent on us to use what we have learned to build a “new normal” that is better than what we had before. While the lessons learned are both numerous and varying in importance, there are four that seem most significant.







1

We can move fast

Higher education has a well-deserved reputation for moving slowly. On the one hand, intense and extended debate about what we need to do differently enables decisions to be thoroughly vetted, allows widespread partic-

ipation of numerous stakeholders, and gives enough time for the culture work necessary for changes to succeed. Conversely, the slow pace of change in higher education can be downright maddening and damaging. It occupies the time of people who often have better things to do, it frustrates innovators who can't understand why changes that seem so manifestly necessary take forever to implement, and it prevents the institution of higher education from moving at the speeds necessary to respond to societal changes.

Prior to the pandemic, if someone had asked me how long it would take to move hundreds of classes from in person to virtual instruction and transition almost 1,000 faculty and staff from working on campus to working remotely, I likely would have responded (somewhat flippantly), "At least a year, and it will cost a fortune." I was thus stunned when we accomplished both in under 10 days in March 2020. We created a "Tiger Team" of leaders from across the School of Education who met each morning to identify what needed to be done, by whom, and in what way to deal with the multiple changes we had to make. For example, in March 2020 hundreds of students were working in field placements (schools, hospitals, and clinics). We needed to decide quickly whether to allow those students to stay in their in-person placements. Another problem we wrestled with was how to help instructors — many with no prior experience utilizing virtual platforms — move their courses online.

Across the School, everyone stepped up. The students were flexible, patient, and gracious, as were staff and faculty — even though their workload increased significantly and many had to cope with the challenges of their own kids' virtual schooling. Staff and faculty had to learn new ways to get their work done, to communicate effectively with colleagues and students, and to roll with the punches that inevitably arose. The phrases "we need to pivot" and "you're muted" became commonplace.

2

Crisis demands innovation

Precedent has great value. We often approach problems by looking at what we have done in the past. But we lacked precedents for much of what we have had to change since March 2020. For example, we had no process

for quickly getting instructors and students the technology and internet access they needed to teach and learn virtually. And while the School contains much expertise in helping instructors design online courses, we had no system to deliver this help at the necessary scale. We knew our students were suffering from unprecedented and serious challenges caused by the pandemic, but we lacked a way to identify precisely how to deliver the services and help they needed.

Using the Tiger Team model, we quickly put together specialized groups to work on each of these problems. We enlarged our instructional design team and created a system so each instructor could get the one-on-one help they needed to redesign their courses. We provided "TechTAs" to provide technology assistance in operating virtual platforms. When it became clear that many fall semester classes would be virtual, we developed a grant program so instructors who were not normally paid in the summer could be compensated to dramatically redesign their courses and provided additional professional development to build their skills. Instructors who would be teaching in person in the fall needed to redesign their courses, too, because of the demands of physical distancing. The chancellor and provost provided funding so that The Discussion Project — a professional development and research project housed in the Wisconsin Center for Education Research that provides instructors with the tools necessary to have high-quality discussions in their courses — could quickly design an entirely new curriculum to teach instructors how to moderate great online discussions.

About a month into the pandemic, we realized that COVID-19 had caused financial hardships for many students. Professor Lesley Bartlett led a Tiger Team to develop and implement a remarkable process that involved faculty, instructors, and advanced graduate students making personal calls to more than 1,500 students to learn about their needs. Using that information, another Tiger Team worked with UW–Madison's Office of Student Financial Aid to develop a Bridge to Success scholarship program providing funds to mitigate financial hardships for students. Some students needed help with tuition because their parents had lost their jobs, and many students lost jobs themselves. Hundreds of generous donors who had contributed to Impact 2030 — the ambitious, donor-funded initiative that's designed to dramatically strengthen our School leading up to its centennial in 2030 — enabled us to quickly distribute 869 awards to students that totaled \$2.38 million. As a consequence, virtually all of our students were able to stay enrolled and on track with their academic programs.

3

Stay focused on long-term goals

Before the pandemic, the School of Education was intensely focused on innovations in global education, the Teacher Pledge, and developing new academic programs. We resisted the temptation to hit a long-term pause on this work. Thanks to Impact 2030, we had funds to develop a process to support instructors creating new study abroad courses linked to students' majors. These courses will launch in summer 2023. Our team in the Global Engagement Office also began work on a scholarship program that will enable students without financial resources to take advantage of these unique courses.

The Teacher Pledge was launched in August 2020, along with the rest of Impact 2030. It's the first program of its kind offered by a public university, with the initiative pledging to provide financial support — including up to in-state tuition,

Across the School, everyone stepped up. The students were flexible, patient, and gracious, as were staff and faculty — even though their workload increased significantly and many had to cope with the challenges of their own kids' virtual schooling. Staff and faculty had to learn new ways to get their work done, to communicate effectively with colleagues and students, and to roll with the punches that inevitably arose.

fees, and testing certification costs — for students enrolled in any of the School's teacher education programs. In return, after graduating the students "pledge" to teach for three or four years at a pre-kindergarten through 12th grade school in Wisconsin. Students who go on to teach in a high-need school or in a high-need subject area will fulfill their obligation in three years, while all others will do so in four. By March 2021, more than 170 of our teacher education students had signed up to take the Teacher Pledge, and Professor Nick Hillman's team began to research the program. Work continued across the School on developing new academic programs.

Moving ahead on our strategic goals, even while dealing with the pandemic, proved smart for two reasons. First, as we come out of the pandemic we are on track to provide students with remarkable new opportunities in a timely fashion. Second, focusing on clearly valuable innovations helped the morale of faculty and staff, especially in the long days of winter when the pandemic sometimes seemed endless.

4

Equity, diversity, and inclusion must infuse all of our activities

Prior to the pandemic we had initiated a process to determine what we needed to do differently in the School to make meaningful progress on equity, diversity, and inclusion (EDI) goals. We did a "deep dive" to assess what we were already doing and to identify new goals. We decided to add an associate dean for equity, diversity, and inclusion to the senior staff, along with staff to work on EDI goals with all the departments and units. In June 2019, I hired Dr. LaVar Charleston as associate dean. Prior to the pandemic, he ran our existing diversity programs and worked steadily to develop a strategic plan. Within days of the pandemic hitting, it became clear that some students, faculty, and staff were going to be affected more than others. For example, our international students from Asian nations and our Asian-American and Pacific Islander students, faculty, and staff bore the brunt of discrimination and fear when politicians started calling the pandemic the "China virus." One student reported to us that she was afraid to leave her apartment to get groceries.

Then the murder of George Floyd on May 25, 2020,

enraged and activated the School of Education community. Many of our students, staff, and faculty participated in protests and asked, "What can we do within our School to work toward a more purposely anti-racist society?" Since then, our School and campus have focused more intensely on EDI goals than I have seen in my more than 20 years at UW–Madison. We are working hard to recruit and retain more diverse students, staff, and faculty. We are working to ensure that all academic programs pay careful attention to EDI goals. Our research and scholarship are attending more to EDI than in the past. Our Office of Equity, Diversity, and Inclusion has instituted numerous affinity groups and other programs. In collaboration with our Office of Professional Learning and Community Education (PLACE), it implemented a remarkable program called Real Talk for Real Change. More than 2,600 people across the nation signed up for these provocative and exciting programs in which our faculty and other experts engaged in high-quality "real talk" designed to help us think about the "real changes." These much-needed conversations will help us ensure we engineer reimagined policies and practices in our post-pandemic world.

Looking ahead, I am often asked about the pandemic's "silver linings." So many lives have been lost and so many people have suffered so much that, to be frank, I can't even entertain the question. But we must ask, what can we learn from the pandemic that will enable us to create a better society? How can we enable people to deliberate together, across their differences and disagreement, about what would make society better? After all, one purpose of higher education is to help us imagine not just what is right and wrong with what is, but how to improve.

Our people, and our partners in multiple communities across the state, are remarkable. This makes me confident and optimistic about what the School can do post-pandemic. Throughout an exceptionally challenging period, our students, staff, and faculty have manifested resilience, determination, and creativity. Our Board of Visitors, alumni, and friends have, throughout, enabled us to move forward by providing advice, emotional support, and significant financial resources. Our campus leadership has done a wonderful job on so many fronts. While we normally say "On, Wisconsin," in the last year-and-a-half it seems more accurate to say we were "On It, Wisconsin."

Department of Kinesiology's doctoral program No. 8 in nation

UW–Madison's doctoral program in kinesiology is ranked eighth in the nation according to the latest review and evaluation by the National Academy of Kinesiology (NAK) released in October 2020.

The No. 8 ranking in the NAK 2020 Review and Evaluation of Doctoral Programs in Kinesiology marks a significant jump from the most recent program ratings released by NAK in 2015, when UW–Madison's program was 23rd. This doctoral program is housed in the School of Education's Department of Kinesiology.

"This is a remarkable improvement over the last five years, and is a testament to the quality of our faculty and students," says UW–Madison Professor **Gary Diffe**, who chairs the Department of Kinesiology. "One of the biggest drivers of our jump in rankings from five years ago was a tremendous improvement in research funding. This reflects the high-quality, groundbreaking research that is being done by our faculty."

UW-MADISON UW-Madison has held a spot in the top 5 for eight straight years

OUR 2022 SPECIALTY PROGRAMS IN THE TOP 10

- #2 Secondary Teacher Education
- #3 Educational Administration
- #3 Education Psychology
- #3 Student Counseling
- #4 Curriculum and Instruction
- #4 Elementary Teacher Education
- #6 Education Policy
- #6 Special Education
- #10 Higher Education Administration

According to U.S. News & World Report's 2022 Best Graduate Schools Rankings trailing Harvard, Penn, and UCLA

UW–Madison School of Education again ranked among best in U.S.

UW–Madison's School of Education and several of its programs are rated among the very best in the nation according to the 2022 U.S. News & World Report Best Graduate Schools rankings released March 30.

UW–Madison is home to the fourth-ranked school of education in the nation — marking the eighth straight year it has been rated among the top five. In addition, this is the 22nd time in the past 23 years the School of Education has maintained a spot in the top 10 nationally.

In the overall education school rankings, private institutions Harvard University and the University of Pennsylvania tied for the top spot, with the University of California, Los Angeles (UCLA) at No. 3. The rest of the Top 10 is: No. 4 UW–Madison; No. 5 Vanderbilt University; New York University and Stanford University tied for No. 6; No. 8 Northwestern University; and Teachers College, Columbia University, and the University of Michigan tied for No. 9. Last year, UW–Madison also ranked No. 4, a spot it shared with UCLA and Vanderbilt.

In addition, U.S. News ranks nine education graduate specialty programs — and all nine housed within the UW–Madison School of Education are ranked among the Top 10 nationally.

Note: U.S. News does not rank all specialty programs across all disciplines every year.

Charleston appointed to governor's Advisory Council on Equity and Inclusion

LaVar Charleston, the School of Education's associate dean for equity, diversity, and inclusion, was named to Gov. Tony Evers' Advisory Council on Equity and Inclusion on Feb. 1. The council is designed to provide strategic guidance in developing a sustainable framework to promote and advance diversity, equity, and inclusion practices across Wisconsin state government.

"At a time when we are still battling two overlapping pandemics, COVID-19 and racial injustice, it is imperative we

take a critical look at our policies and practices within the state to ensure we are approaching all our efforts from an equity-minded lens," says Charleston.

The council is chaired by **Dawn Crim**, the secretary-designee of Wisconsin's Department of Safety and Professional Services (DSPA). Crim earned her PhD from the School of Education's Department of Educational Leadership and Policy Analysis this spring and served from 2011-17 as the School's associate dean for external relations.



SARAH MAUGHAN/SCHOOL OF EDUCATION



‘Let’s Talk About It’

Art alumni celebrate Black lives in book showcasing State Street murals

UW–Madison alumnus **Ian Chalgren** designed the recently released book, “Let’s Talk About It,” which showcases the art painted on Madison’s State Street storefronts after the George Floyd protests during the summer of 2020.

The book features a collection of photographs of more than 100 murals—along with the artists’ own words about their work. The project, which began through a community effort to preserve the murals, was taken on by a team at American Family Insurance.

“We originally printed 10,000 books but the demand was so high, we printed another 5,000,” says Chalgren, the art director and designer at American Family Insurance who received his bachelor of fine arts from the School of Education’s Art Department in 1996. “All of the books were gone within a week. We were blown away.”

More than 10 UW–Madison Art

Department alumni are featured in the book, sharing thoughts on their mural, raw emotions, and stories of the racism and bias they have endured their entire lives.

“I just want people to keep in mind that these are people’s sons, daughters, children, and they shouldn’t have to have all of the worries that they do,” **Synovia Knox**, a featured artist and 2020 Art Department alumna, wrote in the book. “You shouldn’t have to worry about where you go, or how people might perceive you when you get there.”

“I don’t know what to do, so I paint because I don’t have the answers,” **Comfort Wasikhongo**, who earned her bachelor of fine arts in 2013, wrote in the book. “I’m sick of people reflecting on the old Madison. There is a new Madison, and it shouldn’t be ignored.”

The team at American Family Insurance considered other mediums for the

project, such as a website or documentary, but ultimately decided to preserve the art in a coffee table book that would be given freely to the public.

“Having a nice, heavy book in your hands creates an experience,” says Chalgren. “It’s something folks could keep forever instead of flipping open their iPad or turning on their TV and being distracted 30 seconds later.”

Chalgren said being a UW–Madison alumnus helped with the project, because he was aware of some of the artists, such as fellow alumnus **Anwar Floyd-Pruitt**. Due to his experience at the university, Chalgren says he felt a sense of pride and positive pressure while creating the book.

“I knew I had to do this right, because this project meant a lot to so many people,” said Chalgren. “The feedback has been overwhelmingly positive.”

Former Dean McCarty dies at age 99

UW–Madison Professor Emeritus **Donald McCarty**, who served as dean of the School of Education from 1966 to 1975, died on Feb. 1, 2021, at the age of 99.

“Dean McCarty played an important and pivotal role in the history of the UW–Madison School of Education,” says current School of Education Dean Diana Hess. “His energy, vision, and considerable expertise made him an excellent leader during a critical time in the School of Education’s development. In his retirement, Dean McCarty has continued to help the School of Education by providing scholarship support to our students.”

Born July 17, 1921, in Sheshequin, Pennsylvania, he joined the U.S. Army at the age of 18 and served in World War II. He then utilized the GI Bill to attend Columbia University in New York City, where he earned a BS in history in 1949. McCarty went on to earn a PhD in educational administration from the University of Chicago in 1959 and overall spent more than five decades in the field of education — working well into his 80s.

After serving in the early 1960s as a professor and chair of educational administration at Cornell University, he was hired in 1966 to become just the fourth dean since the UW–Madison School of Education’s founding in 1930, serving in that role until 1975. McCarty then worked as a professor in the School until 1993.

Deans of UW–Madison’s School of Education

C.J. Anderson,
1930–47

Henry Trueba,
1991–94

John Guy Fowlkes,
1947–54

Michael J. Subkoviak (interim dean), 1994–95

Lindley Stiles,
1954–66

W. Charles Read,
1995–2005

Donald McCarty,
1966–75

Julie Underwood,
2005–2015

John Palmer,
1975–91

Diana Hess,
2015 —

Abdu’Allah named Chazen Family Distinguished Chair in Art

Faisal Abdu’Allah, an internationally acclaimed artist and professor with the School of Education’s Art Department, has been chosen as UW–Madison’s next recipient of the Chazen Family Distinguished Chair in Art.

Abdu’Allah, who grew up in London, was enjoying a successful professional career as an artist when he was invited to UW–Madison in 2013 to work on campus as the Arts Institute’s Interdisciplinary Artist in Residence. He was invited to return to UW–Madison in the fall of 2014 to join the Art Department as a faculty member, and has become a highly regarded educator and mentor.

“Faisal Abdu’Allah has established himself not only as a groundbreaking and respected artist who has shown his work across the world, but he has also proven himself to be an outstanding teacher to our students at UW–Madison,” says School of Education Dean Diana Hess. “I am so pleased to announce that Faisal is receiving the prestigious Chazen Family Distinguished Chair in Art.”

Abdu’Allah is a graduate of the Royal College of Art in London, where he was trained as a printmaker. His work often evolves out of the interface of photography, printed media, film, installation, and performance. This art has been exhibited widely, including at: the National Maritime Museum London (2020); Foto Fest, Houston (2020); Centro Atlantico de Arte Moderno, Gran Canaria, Spain (2019); Somerset House, London; Pā Rongorongo, Auckland, New Zealand (2019); and the 55th Venice Biennale, Italy (2013).

The distinguished chair is made possible via generous support from distinguished UW–Madison alumni Jerome and Simona Chazen.

“Artists continue to be the vanguards and shapers of social consciousness formed out of a sense of duty to high ideals,” says Abdu’Allah. “Receiving the Chazen Family Distinguished Chair in Art will open up a realm of infinite possibilities.”



SARAH MAUGHAN/SCHOOL OF EDUCATION

BOOKSHELF



1 KATE VIEIRA received two major awards for her 2019 publication, “Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families.” The publication in December was named the 2020 winner of the Edward B. Fry Book Award from the Literacy Research Association. And in February, she received a Conference on College Composition and Communication Advancement of Knowledge Award for the work.

Vieira holds the Susan J. Cellmer Distinguished Chair in Literacy and is a professor with the Department of Curriculum and Instruction. According to the United Nations, 244 million people currently live outside their countries of birth. The book is based on Vieira’s research with transnational families in Latin America, Eastern Europe, and North America, and describes how people write to sustain meaningful relationships across distance.

2 ERICA TURNER received the 2021 Erickson and Hornberger Outstanding Ethnography in Education Book Award from

the University of Pennsylvania’s Ethnography in Education Research Forum. Her book is “Suddenly Diverse: How School Districts Manage Race and Inequality,” which was published in 2020. Turner is an associate professor with the Department of Educational Policy Studies.

3 CLIFTON CONRAD in 2020 released a second edition of the book he wrote with alumna **LAURA DUNEK**, “Cultivating Inquiry-Driven Learners: The Purpose of a College Education for the Twenty-First Century.” Conrad is a Vilas Distinguished Achievement Professor and professor of higher education with the Department of Educational Leadership and Policy Analysis. Dunek earned her PhD from that same department in 2015.

4 ELIZABETH GRAUE is co-editor of a book released in December and published by the American Educational Research Association (AERA) titled, “Advancing Knowledge and Building Capacity for Early Childhood Research.” Graue is the

Sorenson Professor of Early Childhood Education with the Department of Curriculum and Instruction. She also is director of the Center for Research on Early Childhood Education (CRECE).

5 ANJALÉ WELTON, a professor with the Department of Educational Leadership and Policy Analysis, co-authored the 2020 book, “Anti-Racist Educational Leadership and Policy.” A review of the work in the Teachers College Record calls it a “must-read book for anyone interested in both antiracism and educational policy.”

6 ANNALEE GOOD, co-director of the Wisconsin Evaluation Collaborative and director of the Clinical Program at the School of Education’s Wisconsin Center for Education Research, co-authored the 2020 book, “Equity and Quality in Digital Learning: Realizing the Promise in K-12 Education.” The book and supporting website are the result of 10-plus years of research in the Milwaukee and Dallas public school districts.

7 UW–Madison alumna RITA VERMA and the School of Education’s **MICHAEL W. APPLE** co-edited the 2020 book, “Disrupting Hate in Education: Teacher Activists, Democracy, and Global Pedagogies of Interruption.” Verma earned her doctorate from the Department of Educational Policy Studies, and is a professor at Adelphi University. Apple is the John Bascom Professor Emeritus of Curriculum and Instruction, and Educational Policy Studies.

8 JOHN BALDACCHINO has released two new volumes, including chapters he authored, in the book series he founded and edits, “Doing Arts Thinking: Arts Practice, Research and Education.” Baldacchino is a professor in the School of Education’s Art Department. Volume 7 of the series, “Art – Ethics – Education,” was released in Aug. 2020. Volume 8 of the series, “Imagining Dewey: Artful Works and Dialogue about Art as Experience,” was released in Nov. 2020.

Faculty and staff from across UW–Madison’s School of Education are routinely quoted or make their voices heard in newspapers, magazines, and online news media outlets. Similarly, these experts are often interviewed and showcased on a range of local, national, and international radio and television news reports. Over the past year, there have been more than 100 School of Education-related media mentions. For the latest examples, visit: news.education.wisc.edu



BRUCE RICHTER / UW-MADISON

Media outlets across nation spotlight CCBC’s diversity data

The Atlantic, New York Times, Washington Post, Associated Press, and ‘CBS This Morning’ among those utilizing figures

Since the start of 2021, major media outlets have utilized important data collected by UW–Madison’s Cooperative Children’s Book Center that documents diversity — and often, the lack thereof — in books for children and teens.

The CCBC, which is housed in the School of Education, has been documenting books it receives annually by and about Black, Indigenous, and People of Color (BIPOC) since 1994. Prior to that, between 1985 and 1993, it documented books by and about Blacks only. Beginning in 2018, the CCBC also started to document the content of every book it receives — while also recording additional aspects of identity in its analysis, including disability, LGBTQ+, and religion.

These numbers continue to show what they have for well over three decades: Despite slow progress over 35 years of data collection, the number of books featuring BIPOC protagonists continues to lag far behind the number of books with white main characters — or even those with animal or other characters. (Diversity resources are accessible via the CCBC’s website: ccbc.education.wisc.edu)

The Atlantic in its January/February 2021 issue published a report with the headline: “He Won a Super Bowl. Now for the Real Challenge. Former New England Patriots tight end Martellus

Bennett believes there aren’t enough Black characters in children’s literature — and he wants to change that.”

Citing CCBC data, the article notes that “less than 5 percent of children’s books published in 2019 were written by Black authors.”

Some other examples of media attention garnered by the statistics documented by the CCBC include:

- Associated Press (March 16, 2021): “Racial diversity in children’s books grows, but slowly.”
- The New York Times (March 4, 2021): “Dr. Seuss books are pulled, and a ‘Cancel Culture’ controversy erupts.”
- The Washington Post (March 4, 2021): “Pulling racist Dr. Seuss books makes kids’ literature better and more inclusive. It’s not ‘cancel culture’ for Seuss’ foundation to pull its own books.”

Reports the Post: “The problem isn’t just the presence of stereotypes in children’s literature. There’s also an absence of inclusion. According to the Cooperative Children’s Book Center at the University of Wisconsin–Madison’s School of Education, about half of new children’s books in 2018 centered on white characters while about 1 in 4 focused on people of color.”

CCBC Director KT Horning was also interviewed in Madison in April by the “CBS This Morning” program to discuss diversity and children’s books.

Hillman's USA Today op-ed argues for more equitable funding

USA Today published an op-ed from **Nick Hillman** in December headlined, "Poor colleges need to get richer to put low-income students on a path to success."

Hillman is an associate professor with the School of Education's Department of Educational Leadership and Policy Analysis, and the director of the Student Success through Applied Research (SSTAR) lab, which conducts original research and evaluation on issues related to college opportunity and student success.

In the op-ed, Hillman argues that policymakers should address the "stark inequality" in colleges' financial resources by investing in broad-access institutions that serve a large proportion of low-income students and students of color, in order to build up these schools.

In reality, while broad-access institutions that admit most applicants enroll far more students than selective institutions (including 75 percent of the nation's lowest-income students), selective institutions (which fewer than one in 10 American students attend) have far more money, Hillman says.

Writes Hillman: "But what if the

colleges that serve the most underrepresented students had access to the same financial resources as the nation's wealthiest colleges? With the think tank Third Way, I recently published a report that unpacks that question by looking at which students are enrolling where, and how much their colleges are spending on their education."

Adds Hillman: "It's time for a real conversation about equity-based funding in U.S. higher education."

Similarly, in November *Inside Higher Ed* examined the report from Hillman and Third Way titled, "Why Rich Colleges Get Richer & Poor Colleges Get Poorer: The Case for Equity-Based Funding in Higher Education."

"Some may read (the report) and say, 'Big deal. Some colleges have different missions than others,'" Hillman told *Inside Higher Ed*. "I would disagree with that."

"In higher education finance, we don't talk about equity-based funding or adequacy-based funding, yet these are very well-trod areas in K-12 education finance," Hillman tells *Inside Higher Ed*. "We need to talk about it more in higher education."



SARAH MAUGHAN | SCHOOL OF EDUCATION (2)

Wisconsin Public Radio interviews Wilkerson about special education program

Kimber Wilkerson appeared on Wisconsin Public Radio's "Central Time" in December to speak about the UW-Madison's Special Education Teacher (UW-SET) residency program.

Wilkerson is a professor with the School of Education's Department of Rehabilitation Psychology and Special Education, and the director of the Teacher Education Center.

Wilkerson explained to listeners that there has been a challenge across the nation — and in Wisconsin — attracting people to the field of special education. She noted that rural districts often struggle the most — and the UW-SET program seeks to fill that gap through a unique partnership with rural districts.

"Our students are in a one-year residency in a partner district in Wisconsin," Wilkerson said. "They agree to and know up front that they are going to work in one of these rural districts ... and they commit to learning and growing in that setting for the entire academic year. They also agree to work in that district upon their graduation."

UW-Madison students in the program earn a master's degree in special education while receiving a minimum living stipend of \$38,800 that can be used to pay tuition and fees. This project is funded via a \$2.5 million grant from the U.S. Department of Education.

IN OTHER REPORTS



Julie Mead in March spoke with the *Post Register* newspaper in Idaho Falls, Idaho, for a report about a new "scholarship program" that works like a more controversial "voucher program." Mead is a professor with the Department of Educational Leadership and Policy Analysis, and a leading expert on school vouchers. Mead tells the newspaper that the "tax credit scholarship program" in Idaho is the same as a voucher program in that tax money collected by the state is then spent on private education.



Madison365.com reported on a painting by **Jerry Jordan** — titled "A New Song" — that would be appearing at the 2021 Black Creativity Juried Art Exhibition at the Museum of Science and Industry in Chicago. Jordan is an academic and multicultural advisor with the School of Education. The exhibition ran April 7 to July 4, 2021.

Dean Hess stresses importance of strong civics education



SARAH MAUGHAN/SCHOOL OF EDUCATION (5)

Schools should teach children about current events in their civics courses, said School of Education Dean **Diana Hess**, in a February report from the Wisconsin Radio Network.

“I think what happened on January 6 was incredibly serious and incredibly important and it needs to be included in the curriculum,” Hess, an expert in civic and political education, said about the riots at the U.S. Capitol.

Hess added that parents need to give their children room to learn, referencing as an example the events in the summer of 2020 in Burlington, Wisconsin, where some parents strongly objected to a lesson on the Black Lives Matter movement.

“They should want their children to learn about political issues, and to learn about multiple and competing views on political issues,” Hess told the Wisconsin Radio Network. “And we know that in high-quality political education, teachers can do that in a way that is not in fact pushing children to a certain point of view.”

Hess added that a strong civics education among students “could be a step towards undoing the highly partisan political landscape that we currently live in, and will help our students mature into politically healthy citizens.”

Also, in late January The Hechinger Report posted an article headlined: “Can we teach our way out of political polarization?” In it, the independent news agency examined whether we should expect schools to develop engaged and responsible citizens and whether we can blame them for the vast divide between how different groups understand our shared history.

“High quality civic education is essential to ensure that this generation of young people is fully prepared to participate wisely and well in the political and civic realms,” Hess said in the report. “That said, the crisis of epic proportions facing our democracy was caused by a confluence of factors and certainly should not be blamed solely or even primarily on what did or did not happen in our schools.”

“High quality civic education is essential to ensure that this generation of young people is fully prepared to participate wisely and well in the political and civic realms.”

IN OTHER REPORTS



Madison’s local NBC affiliate, WMTV/Ch. 15, utilized the expertise of **Travis Wright** for a report looking at how parents can best talk to their kids about the Jan. 6 riots at the U.S. Capitol. Wright, an associate professor with the School of Education’s Department of Counseling Psychology, said a key is to focus on “responding versus reacting” and to follow your child’s lead. “And if you don’t have the answers, tell them you don’t know,” Wright said.



Wisconsin Public Radio’s “Central Time” program in March interviewed psychologist **Mindi Thompson** for a segment titled, “Your job is not who you are: Dealing with job loss and identity.” Thompson is a professor with the School of Education’s Department of Counseling Psychology and director of the Work and Wellness Lab, which studies career development across the lifespan, how environmental factors impact experiences across life domains, and factors that promote wellness.



Education Week examines ‘Reframing Suburbs’

John Diamond was interviewed for a January report in Education Week that’s headlined, “Suburban Schools Have Changed Drastically. Our Understanding of Them Has Not.” The article focused on the release of a recent study from Diamond and co-first author **Linn Posey-Maddox** that is titled, “Reframing Suburbs: Race, Place, and Opportunity in Suburban Educational Spaces.”

Diamond is the Kellner Family Distinguished Chair in Urban Education and a professor in the School of Education’s Department of Educational Leadership and Policy Analysis. Posey-Maddox is an associate professor with the Department of Educational Policy Studies.

Diamond tells Education Week that differences between urban and suburban districts are less distinct than people think, and they are not “havens from issues, such as poverty and educational inequity, that city schools have long

grappled with.” That makes them ideal locations to study these issues.

“There’s a fascination with city schools,” Diamond said in his interview. “The way that people study leadership and education is often focused on urban leadership and urban schools. There may be courses on rural education, because that tends to be a category that people pay attention to, but suburban often gets overlooked.”

Interestingly, a majority of the nation’s K-12 public school students attend suburban schools, the article notes.

Teachers and principals are working in districts “that don’t look like they did 15 years ago and they’re grappling with issues that they may not have thought they were going to have to understand,” Diamond continued. “The demographic shifts that people experience make them anxious and hungry to find out more information about how to respond to those changes.”

Cap Times looks at how mental health services evolved during pandemic

The Capital Times newspaper in February utilized the expertise of **Stephanie Graham** for a report headlined, “College students and mental health counselors in Madison adapt to pandemic needs.”

Graham is the director of the Counseling Psychology Training Clinic (CPTC) and is a clinical professor with the School of Education’s Department of Counseling Psychology. The CPTC is staffed by graduate students in the Department of Counseling Psychology’s master’s and doctoral programs who are supervised by licensed psychologists.

The Capital Times report notes: “One year into the COVID-19 pandemic, Graham and college counselors across Madison are much more adjusted to offering services through a computer screen. At CPTC, counselors can borrow laptops or technology and work in isolated rooms, and Graham uses a digital platform to supervise trainees as she would in person. Graduate students, who previously only learned how to counsel clients face-to-face, now watch webinars and training videos to offer virtual services.”

Eleni Schirmer authored an article published in February by The New Yorker that takes an in-depth look at the fight for fair working conditions at an Orlando McDonald’s restaurant during the pandemic and the nationwide movement to raise the minimum wage. Schirmer is a PhD candidate in the School of Education’s departments of Educational Policy Studies and Curriculum and Instruction.



The Wisconsin State Journal in February spoke with **Walter Stern** for an article focused on work taking place in the nearby Sun Prairie Area School District to redraw its middle and high school boundary lines with an eye toward creating racial and economic balance. Stern, an assistant professor with the Department of Educational Policy Studies, noted potential negative unintended consequences of desegregation efforts — “such as poorer students and students of color having to travel long distances to desegregated schools outside of their neighborhoods.”

Indigenous Learning Lab receives Spencer Foundation award

A research team from the Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS) initiative, housed in the School of Education's Wisconsin Center for Education Research, was awarded a \$50,000 grant from the Spencer Foundation.

The project, titled "Indigenous Learning Lab: Implementation of a culturally responsive behavioral support system to address the racialization of school discipline," is led by **Aydin Bal**, a professor with the Department of Rehabilitation Psychology and Special Education, and **Aaron Bird Bear**, UW-Madison's inaugural tribal relations director and an alumnus of the Department of Educational Leadership and Policy Analysis.

The Indigenous Learning Lab is a formative intervention study that facilitates and investigates the implementation of a culturally responsive schoolwide behavioral support system at a rural high school in northern Wisconsin. The new system was designed by American Indian students, parents, teachers, community members, and school staff during the 2019–2020 academic year.

The design phase of the project was funded through the School of Education's Grand Challenges initiative, utilizing a Transform Grant. The Spencer Foundation award will allow further examination of the project's implementation and sustainability, in partnership with the Ojibwe tribal government, local school district, Wisconsin Department of Public Instruction, and Wisconsin Indian Education Association.



UW-Madison Community Arts Collaboratory receives National Endowment for the Arts grant

The UW-Madison Community Arts Collaboratory received a National Endowment for the Arts (NEA) award to support a new study examining the value of community arts education initiatives.

The Arts Collab is housed in the School of Education's office of Professional Learning and Community Education (PLACE), and provides research-based arts opportunities for youth to grow as learners, cultivate wellness, and advocate for social change.

The co-principal investigators on the project are **Erica Halverson** and **Yorel Lashley**. Halverson is a professor with the Department of Curriculum and Instruction, and leads the Arts Collab's Whoopsocker creative writing and theater program. Lashley is the director of arts for PLACE and the founder of Drum Power, a culturally relevant Arts Collab program that uses West African, Afro-Cuban, and Afro-Brazilian drum and dance traditions to practice social and emotional skills. Performing Ourselves, an Arts Collab dance initiative led by Dance Department Professor **Kate Corby** in elementary schools and community centers, is also part of the NEA project.

The project — which is receiving a \$145,971 NEA Research Lab award — will build on the Arts Collab's mission of understanding how participation in art-making improves the lives of youth, educators, and community. The initiative will implement a three-part study measuring the social and emotional learning (SEL) outcomes for students in third through fifth grade who participate in Arts Collab performing arts programs hosted by the Madison Metropolitan School District (MMSD). The project will also measure professional development growth in MMSD teachers who receive training in arts integration and SEL.

"We are very excited about our selection as an NEA Research Lab because it is both a recognition of the value of our programs — as well as a powerful award of support for the UW-Madison Arts Collab to continue developing into a national hub," says Lashley. "Becoming an NEA Research Lab connects us to a powerful source of shared knowledge and research support, and is also an induction into a network of universities with similar research interests."

Instrument design fuels groundbreaking international study of teaching

The Organisation for Economic Co-operation and Development (OECD) announced at its Paris headquarters in November the findings of an international education study unique in its scope and research methods.

And essential to the study's success are observation systems designed by UW–Madison's **Courtney Bell**, a principal investigator of the study and a learning sciences professor who directs the School of Education's Wisconsin Center for Education Research (WCER).

Launched to identify teaching practices used around the world, Global Teaching InSights: A Video Study of Teaching — also called the TALIS (Teaching and Learning International Survey) Video Study — looked directly into the classrooms of 700 teachers across eight countries and economies to capture on video how each taught the same mathematics topic to their students.

In building these systems collaboratively with global teaching experts, Bell's team created the first standardized observational instruments used to measure teaching and learn-

ing of the same unit of instruction across multiple countries.

This innovative method of collecting data and evidence in video recordings spanned two lessons led by each of the 700 secondary mathematics instructors who participated in the study. Each teacher was recorded teaching quadratic equations in their classrooms in Chile, China, Colombia, Germany, Japan, Mexico, Spain, and the United Kingdom.

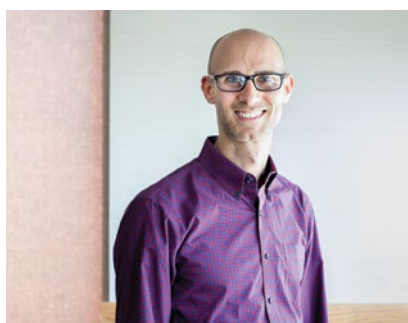
The videos document the teachers' practices for managing the classroom, providing social-emotional support, and delivering quality instruction. The study links those practices to students' growth in mathematics, personal interest in math, and self-efficacy.

The observation systems developed by Bell and her colleagues are now in the public domain and available to other researchers.

"There are so many fascinating similarities and differences across countries that we hope other researchers will explore further by making use of the study's publicly available data," says Bell.

"There are so many fascinating similarities and differences across countries that we hope other researchers will explore further by making use of the study's publicly available data."

AROUND THE SCHOOL



The School of Education's **Simon Goldberg**, along with his colleagues at UW–Madison's Center for Healthy Minds, have received a \$500,000 award from the Hope for Depression Research Foundation to develop a highly scalable, mobile health intervention to support treatment for depression. Goldberg is an assistant professor with the School's Department of Counseling Psychology.



Brian Burt and **Blayne Stone** are authors of an article in the *Journal of Diversity in Higher Education*, titled "STEM validation among underrepresented students: Leveraging insights from a STEM diversity program to broaden participation." Burt, the lead author, is a faculty member with the Department of Educational Leadership and Policy Analysis (ELPA), and Stone is an ELPA doctoral student.



Kevin Henry has published a new paper in the journal *Educational Policy* titled, "The Price of Disaster: The Charter School Authorization Process in Post-Katrina New Orleans." Henry is an assistant professor with the Department of Educational Leadership and Policy Analysis. Utilizing the case of post-Katrina New Orleans, the paper applies Critical Race Theory to the charter school authorization process, which Henry writes is "an understudied aspect of charter school policy."

SARAH MAUGHAN/SCHOOL OF EDUCATION (3)

Faculty awarded \$16.7 million grant for center supporting employment for people with disabilities

Work is a central component of identity for people in our society. Work provides not only income, but a sense of purpose and self-worth. It often helps define who we are and is a source of justifiable pride.

However, for many people with disabilities, there are barriers to finding meaningful employment. According to the U.S. Department of Labor, while 76 percent of individuals ages 16 to 64 without a disability were employed in 2020, only 33.5 percent with a disability were employed.

Several UW–Madison faculty members from the School of Education’s Department of Rehabilitation Psychology and Special Education

(RPSE) are working on an important project to reduce this gap. And they have been awarded a \$16.7 million grant from the federal Rehabilitation Services Administration to make it happen.

The project will create a new center called the Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). The center will work with state vocational rehabilitation (VR) agencies and their affiliates to provide essential technical assistance and training.

VR agencies provide support and counseling to over 1.2 million people with disabilities to assist them in finding and maintaining employment.

“The state vocational rehabilitation program provides essential services that increase economic opportunity through promoting pathways to employment and independence,” says the project’s principal investigator Timothy Tansey, a professor in RPSE.

The other UW–Madison faculty members with RPSE who are leading the project are: Malachy Bishop, the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology and co-principal investigator; David Rosenthal, a professor and co-investigator; and Jina Chun, an assistant professor and co-investigator. The project is managed by Stacie Castillo, a graduate



“The state vocational rehabilitation program provides essential services that increase economic opportunity through promoting pathways to employment and independence.”

— Timothy Tansey, professor, Department of Rehabilitation Psychology and Special Education

SARAH MAUGHAN/SCHOOL OF EDUCATION (5)

of the School's master's in Rehabilitation Counseling program.

Although more than 140,000 individuals obtain or retain employment each year through the services provided by state VR agencies, the VRTAC-QE was established to support the goal of these agencies for continuous quality improvement in services and employment outcomes.

Tricia Thompson of Menomonie, Wisconsin, speaks of some of the difficulties agencies confront, sharing the experience of her brother, Nathan Roemer — who is 26 years old and has a developmental disability.

Thompson has supported her brother as he engaged in various vocational rehabilitation services over a number of years. She feels there can sometimes be a lack of understanding of challenges faced by underserved populations or those with “invisible” disabilities like her brother's, which may not be obvious to people who don't know them.

“It's hard for any of us to admit when we have challenges that we need support with, but it can be almost impossible for somebody who has a communication disability to find the words,” she says.

Thompson says that counselors need time and resources to understand the challenges their clients are dealing with, so that they can help address those issues before they become a problem.

In the first few months of the grant, Rosenthal says that VRTAC-QE researchers will be looking at every state VR program to help agencies better understand both their strengths and limitations.

“You know, where are the successes? Where are they actually providing good services, and where are the holes?” he says.

After surveying the VR landscape, VRTAC-QE will then identify best practices that lead to quality employment for people with disabilities, and provide intensive, targeted, and universal training to state VR agencies.

Some of VRTAC-QE's targeted priorities include: improving employment and career opportunities for diverse and underserved communities (particularly

Black, Latino/a, and Native American communities); providing effective outreach to veterans with disabilities; reaching out to youth with disabilities who are transitioning from school to work; conducting outreach with businesses; and supporting efforts of businesses to hire and retain people with disabilities.

Though UW–Madison researchers are leading this project, they are collaborating with hundreds of national leaders in research and training to create the center.

“We are eager, with our collaborators, to provide technical assistance and training that increase the capacity of these agencies and the people they serve,” says Tansey.

Partnering universities and organizations include: Virginia Commonwealth University; the University of Illinois Urbana-Champaign; the Human Development Institute at the University of Kentucky; Florida Atlantic University; South Carolina State University; the University of Texas at El Paso; Iowa Wesleyan University; the Stout Vocational Rehabilitation Institute; the Council of State Administrators of Vocational Rehabilitation; the Autism Workforce; and Yolo.

The VRTAC-QE's goal is to help more people like Roemer find and maintain jobs. Thompson notes the difference having a stable job has made in her brother's life. After years in and out of various jobs, a job developer helped him find a position at a manufacturing company.

“He was amazing,” she says of the developer's efforts. “He connected with Nathan right away, and really got to understand what Nathan was successful at, and what he had more challenges with.”

Roemer has now been at his job for two years — the longest he has ever been employed. Thompson says having a good job has dramatically increased his self-esteem and independence.

“He has autonomy,” she says. “Work has helped him learn how much choice he has regarding when and where he works and how he spends his money. He also knows he can ask for assistance when he needs it without fear of criticism.”



Malachy Bishop



David Rosenthal



Jina Chun



Stacie Castillo

Wang named inaugural Barbara and Glenn Thompson Professor in Educational Leadership

Xueli Wang has dedicated much of her academic career to improving the higher education landscape to help students — especially those who begin their journey at two-year colleges — find their path to success.

This fall, she was awarded a prestigious endowed professorship as the inaugural Barbara and Glenn Thompson Professor in Educational Leadership.

Wang's research puts a particular emphasis on community college students who aim to transfer to a four-year institution to earn a baccalaureate degree, especially in STEM (science, technology, engineering, or mathematics) fields.

Wang explains that she is grateful and humbled by the recognition.

"It's a very important validation because if we look across schools of education, and at the education field in general, it's not always the case that work on community colleges and transfer students is receiving this kind of visibility," she says.

Wang adds that the honor will inspire her ongoing learning and embolden her to engage in opportunities for growth.

"It creates this space that further encourages me to embrace risks and vulnerability," she says. "As I continue to push my work toward newer and less charted directions, I think that kind of mindset and freedom is very important."

In addition, Wang adds that the professorship will allow her to grow her expertise in new areas. For instance, she is interested in piloting research to better understand mental health issues among community college students. She would also like to give tangible support back to the institutions and students who collaborate with her in research.

Jim Thompson, who chaired the School of Education's Board of Visitors from 2014 to 2020, established the professorship in honor of his parents, Barbara and Glenn, who grew up on farms in Dane County before going on to receive master's and doctorates in educational administration from UW-Madison.

"I'm delighted that Xueli Wang is the recipient of this endowed professorship," says Jim Thompson. "She embodies both the spirit and practice of educational leadership through both her important research and teachings."

Jim's UW-Madison memories stretch back to childhood, when his parents would drive about 40 miles from the family home in Monroe to Madison each Saturday to take classes.

Barbara Thompson served from 1973 to 1981 as the Superintendent of Public Instruction of Wisconsin, becoming the first woman to be elected to that post. Glenn Thompson likewise pursued a career as an education administrator, and retired as a top official with the Cooperative Educational Service Agency (CESA).

Wang says that Barbara's lifelong commitment to public education deeply resonates with her own. She aims for her future research to continue to support and amplify the mission of the Department of Educational Leadership and Policy Analysis, the School of Education, and the Wisconsin Idea.

"This professorship serves as a timely and continuous reminder to be that grounded researcher, teacher, and learner who acts with clarity, urgency, and an unwavering commitment to equity and social justice," says Wang.

"This professorship serves as a timely and continuous reminder to be that grounded researcher, teacher, and learner who acts with clarity, urgency, and an unwavering commitment to equity and social justice."



Falstad estate gift anchors innovative training program

We never know the affect our lives will have on others. Edward and Joyce Falstad tried to make an impact — and to say they made a difference would be an understatement.

When Edward passed away in 2017, he left the bulk of the couple's estate to the UW–Madison School of Education. Joyce had died in 2015 and they had made their estate decision together.

“We had no idea Mr. Falstad was leaving almost his entire estate to us,” says Betsy Burns, associate vice president and managing director at the Wisconsin Foundation and Alumni Association for the School of Education.

As a lifelong educator — starting first in Phillips, Wisconsin, as a history teacher and ending his career in Ladysmith as the high school principal — Edward was committed to students and learning. He organized fundraising efforts for Ladysmith High School students to earn college scholarships. When he graduated from high school in 1939, the \$32.50 scholarship he received paid almost all of his UW–Madison tuition his first semester in the fall of 1939.

Joyce was a kindergarten teacher for 33 years and retired in 1982. They both enjoyed golfing together. After he retired, Edward started a junior golf instruction program, and taught many young students for 20 years.

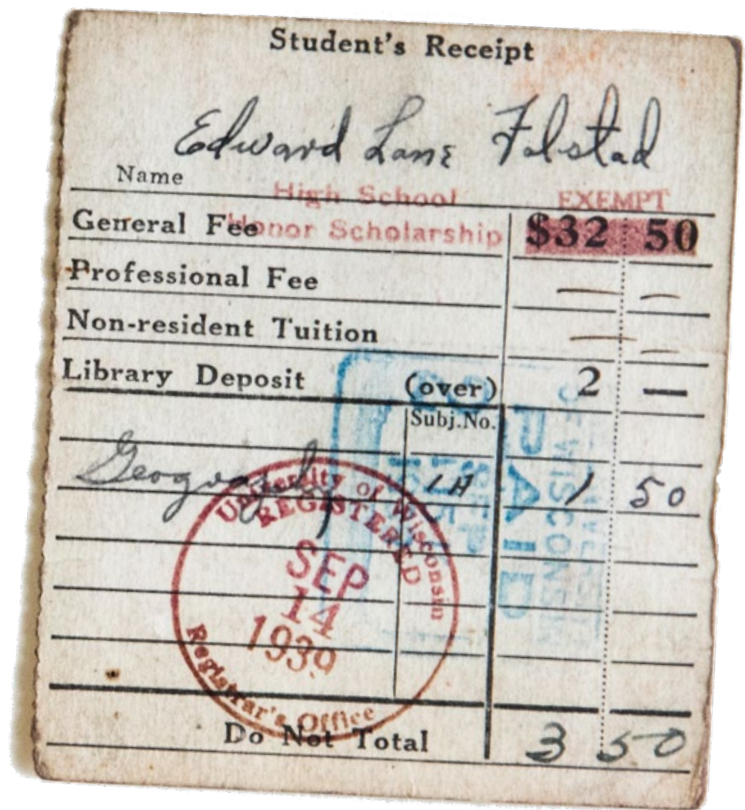
In addition to the cash value of their estate, Edward and Joyce also left the family home and a tractor to the School of Education.

About one-third of bequests are not known to the organization that receives them. But it was clear from items Edward displayed in his home — including that early tuition bill and a report card — that UW–Madison meant a lot to him. Unfortunately, the Falstads did not share, and it is not known, why they chose to give to the School of Education.

The Falstads made the amazing choice to leave their estate to the School and allow the leaders in charge at the time of the gift to use it with their best discretion to support students.

“It's really remarkable that they would leave a completely discretionary gift to the School, and trusted we would support students in the best way possible,” says Burns.

Dean Diana Hess and other School leaders chose



to use this gift as an anchor, coupled with another donor gift, to support graduate students across the School by establishing the Graduate Training Program (GTP).

The first cohort of GTP PhD and master of fine arts students arrived in 2019. Students applied to the program and departments worked to recruit a diverse cohort. Of those accepted into the program, half are from historically underrepresented groups or international students.

Departments created programs that include formal mentorship in research and teaching, and dedicated time for students to develop and conduct their own research. Students receive full tuition for three to four years under the program.

Lianne Milton, who is pursuing her master of fine arts in photography, says she is honored to be one of the inaugural fellows for the interdisciplinary artist research cohort.

“I chose the Art Department's master's program for its diverse faculty and its interdisciplinary focus,” she says. “As a woman of color, I value learning from diverse perspectives to expand my own experiences, connections and awareness.

“Without (this support), I would not have been able to attend graduate school at the University of Wisconsin–Madison. This generosity makes a difference.”

Edward Falstad received a scholarship for his first semester at UW–Madison in September 1939. He later established a scholarship for students from Ladysmith, Wisconsin.

1950s

Constance Fried

BS 1953 — Women's Physical Education

Constance is still working as a CASA (court appointed special advocate).

Charles Gee

BS 1959 — Natural Science

Charles was a faculty member at Milligan College, Johnson City, Tennessee, from 1967 to 1998. He retired in 1998 and moved to Thomasville, Georgia.

1960s

Larry Lichte

MS 1961 — Educational Leadership and Policy Analysis

After going on to receive his JD from the UW Law School in 1964, Larry practiced law and has operated Empire Realty Company the past 50 years. He had the first licensed Real Estate School approved by the State of Wisconsin and taught thousands of students getting their license and continuing education.

Sandra Rosen Holubow

BSE 1963 — Art and Art Education

Sandra won first prize in a Chicago's Alliance of Visual Artists exhibit and created 10 new works.

Jerold Apps

BS 1955 — Agricultural and Life Sciences, MS

1957 — Agricultural and Life Sciences, PhD 1967

— Curriculum and Instruction
Jerry has two new novels being published in spring 2021. The books are "Settlers Valley" and "The Wild Oak," a young adult novel.

Sherry Smith Bell

MS 1964 — Art, MFA 1967 — Art

Sherry is a curator of, "Go Figure," at the San Juan Islands Museum of Art, Friday Harbor, Washington.

Anita Hansen Comfort

BS 1968 — English

At age 75, Anita still enjoys teaching English (part-time) at a

private school in western Maryland. Anita feels truly valued and says her UW education has served her well.

Carl Anderson

MS 1969 — Curriculum and Instruction

Carl volunteers at his local hospice and he interviews patients who wish to share their life story, records and edits it. He then provides the patients and family with a digital copy.

1970s

Rosemary Aten

PhD 1970 — Physical Education (now Kinesiology)

Rosemary is retired from Western Illinois University and lives on the Macomb Country Club golf course. Rosemary is a strong supporter of the School of Education and Athletic Department. Go Badgers.

Susan Allen

MA 1971 — Communication Arts/Technical Theatre

Susan continues to work with her husband Ray Allen (UW 1970, MFA) as a professional studio potter in their Popcorn Studio Pottery business in Murfreesboro, Tennessee.

Emanuele Corso

MA 1967 — Art, PhD 1972 — Educational Policy Studies
Emanuele in 2020 released "Schools and Society: In Defense of Public Education."

Arie Cohen

PhD 1973 — Counseling and Educational Psychology

Arie recently celebrated his 80th birthday. He retired from teaching at Bar-Ilan University a few years ago, but still supervises three PhD students and teaches part-time at a college.

Ed Epping

MFA 1973 — Art

Ed's ongoing work on mass incarceration and overcriminalization, The Corrections Project, was honored this January by an exhibit and online lecture at the Santa Fe Historical Foundation Gallery. Ed also



Hornberger elected to National Academy of Education

Nancy Hornberger, who received her PhD from the School of Education's Department of Educational Policy Studies in 1985, was elected to the National Academy of Education (NAEd) in March and will be inducted at the November 2021 meeting.

Hornberger is a professor emerita of education at the University of Pennsylvania. She is internationally known for her work in bilingualism and biliteracy, ethnography and language policy, and Indigenous language revitalization. She researches, lectures, teaches, and consults regularly on multilingual education policy and practice in the United States and the Andes (Peru, Bolivia, and Ecuador), and has also worked in Brazil, China, Mexico, Singapore, South Africa, Sweden, and other parts of the world.

The NAEd consists of U.S. members and international associates who are elected on the basis of outstanding scholarship related to education.

joined the board of directors of the Prison Policy Initiative.

Reni Gower

BS 1975 — Art

Reni is a professor emerita at Virginia Commonwealth University. Under the management of Wylie Contemporary, Inc., the first showing of Reni's curatorial project, "The Garden," opened at the Piedmont Museum of Art in Martinsville, Virginia, in August 2020. Other exhibitions will resume traveling in early 2021.

Judith Schmidt

BS 1976 — Occupational Therapy

After her retirement, Judith co-founded Kaleidoscope, a community art initiative that provides free art workshops to children and some adults living in local shelters, as well as children in her county's foster care program.

Ellen Garvens

BS 1979 — Art

Ellen received an appointment

as an Artist in Residence at I Tatti, The Harvard University Center for Italian Renaissance Studies, spring semester 2021. Ellen is the the Floyd and Delores Jones Endowed Professor of Art at the University of Washington, Seattle.

1980s

Judy Blomquist Brey

BS 1980 — Communicative Disorders

Judy is retiring after 40 years as a public school speech/language pathologist. Her daughter is also a practicing public school speech/language pathologist.

Lori Schmidt Lutze

BSE 1982 — Communication Arts and English

Lori enjoys being an executive coach for Advocate Aurora Healthcare and LAK Group in Milwaukee and Chicago. She is a lifelong teacher thanks to Bucky!

Laura Robinson

BS 1982 — Occupational Therapy

In her third year as a semi-retired OT, Laura works in an inpatient mental health facility where she has worked for the majority of her career. She loves the diversity that her job offers and draws from her experience as she helps to fill in the blanks that have been made by vacancies and changes in personnel.

Amy Unger
BS 1982 — Studio Art

Amy's most recent project was to design multiple posters promoting safe space for the LGBTQIA community. A member of her family shared their gender transition plans. Amy's response was to create posters, frame them, and donate them to shelters that accommodate transgender youth.

Barbara (Natzke) Gruener
BSE 1984 — Education/English

Barbara's new picture book, "Mr. Quigley's Keys," is set to release with EduMatch in June.

Dennis McKinley
BM 1967 — Music Education
MS 1984 — Education and Music

Dennis has been selected as a recipient of the 2021 Marvin Rabin Youth Arts Award in the category of Artistic Achievement by an Individual. This honor recognizes individuals and organizations that have contributed significantly to the enrichment of youth through the arts.

Bruce Walters
MFA 1984 — Art

Bruce has an exhibition of drawings in the University Art Gallery at Western Illinois University that he created over the 37 years he taught as a professor of art. Bruce retired in May.

Thompson Brandt
PhD 1985 — Curriculum and Instruction-Music Education

Thompson earned a master's degree from the University of Arizona Law School in the summer of 2021. His future plan is to conduct scholarly research on the intersection of music education and the law.

Beth Blue Swadener
PhD 1986 — Curriculum and Instruction

Beth is a professor of justice and social inquiry, and social and cultural pedagogy at Arizona State University's School of Social Transformation. She co-founded RECE (Reconceptualizing Early Childhood Education) with Marianne (Mimi) Bloch, professor emerita, Curriculum and Instruction, Shirley Kessler, and other former doctoral students at UW-Madison. The program is now recognizing its 30th anniversary.

Anne Raskopf
BFA 1987 — Art

Anne began her career as a graphic designer. Following that time in the corporate world, she has turned her attention to fine art and last year received the prestigious Sacagawea Artist Award from Professional Dimensions in Milwaukee.

Carl Clingman
BS 1989 — Art

Carl is a medical illustrator for Mayo Clinic in Rochester, Minnesota. He illustrated eight different scenarios of COVID-19 patients in critical care suites of both patient position and therapeutic equipment required for their individual stages of care. These were widely published and distributed to educate critical care facilities nationally and internationally.

1990s
Sandi Jacobsohn
BSE 1994 — Elementary Education

In March of 2021, Sandi published her first children's book, "Annie and Me."

Andrea Peterson
BS 1994 — Kinesiology/Exercise Physiology

Andrea has been working as a physician in the Physical Medicine and Rehabilitation Department at the Marshfield Clinic since 2003.

Mary Herrmann
PhD 1995 — Sociology,

Counseling Psychology, Educational Leadership
Mary wrote a new book in 2020, "Learn to Lead, Lead to Learn: Leadership as a Work in Progress."

Beth Lewis Samuelson
MS 1996 — Curriculum and Instruction

Beth is associate chair of the Department of Curriculum and Instruction at Indiana University, Bloomington.

Thomas Hoh
BSE 1997 — Broad Field Social Studies

After 20-plus years in public education as a teacher and

administrator, Thomas finished his doctoral studies and recently made the switch to working at UW-Oshkosh.

Jane Worley
MS 1997 — Therapeutic Science/Kinesiology

Jane has been the director of the Physical Therapist Assistant program at Lake Superior College in Duluth, Minnesota, since 1997.

Kary Briner
BS 1998 — Kinesiology/Exercise Science

Kary is the coordinator of the Traumatic Brain Injury Center at Hennepin Healthcare in Minneapolis.

Frances Vavrus
PhD 1998 — Curriculum and Instruction

Frances has published a new book: "Schooling as Uncertainty: An Ethnographic Memoir in Comparative Education."

Dortch receives Vallejo Memorial Award for Emerging Scholarship from AERA

Alumna **Deniece Dortch** received the Carlos J. Vallejo Memorial Award for Emerging Scholarship from the American Educational Research Association's (AERA) Multicultural/Multiethnic Education special interest group (SIG) this spring.

Dortch earned her PhD from the School of Education's Department of Educational Leadership and Policy Analysis in 2016.

The purpose of this award is to recognize an advanced doctoral student or assistant professor whose scholarly contributions are poised to contribute to scholarship in the field of multicultural/multiethnic education.

Dortch's research and teaching grapples with systemic oppression across multiple axes. In the fall of 2021, she will be transitioning to a tenure-line position as an assistant professor at George Washington University.



O'Connor honored with two awards from Wisconsin leaders

Alumnus **David O'Connor**, an education consultant with the Wisconsin Department of Public Instruction's American Indian Studies Program, received a certificate of commendation in January 2021 from Gov. Tony Evers and a legislative citation in December 2020 from Wisconsin State Senator Mark Miller and Representative Melissa Sargent.

O'Connor earned a master's degree in 2013 from the School of Education's Department of Educational Leadership and Policy Analysis.

Both honors recognize that O'Connor was named a "Native American 40 Under 40" award winner for 2020 by the National Center for American Indian Enterprise Development. They describe his dedication to education as stretching "far and wide, across the entire state of Wisconsin and beyond."

O'Connor is originally from, and is a member of, the Bad River Band of Lake Superior Chippewa (Ojibwe) in northern Wisconsin. In his role with DPI, he supports school districts' efforts to provide instruction on the history, culture, and tribal sovereignty of Wisconsin's American Indian nations and tribal communities, and the education of Native American students.



Ruttanatip is associate vice president for student success at California State University, Dominguez Hills.

Kevin Reitman *BSE 2007 — Secondary Education (Science)*

Kevin began a new position in March of 2020 as the coordinator of instructional technology for the Whitefish Bay (Wisconsin) School District.

Sol Grosskopf *BSE 2009 — Education*

Sol is currently working as a U.S. Air Force chaplain stationed in Germany.

2010s

Dante Leone *BS 2010— Rehabilitation Psychology*

Dante is a board certified orthopedic clinical specialist physical therapist. He and his family recently relocated to Virginia Beach, Virginia, where he is the clinical director for a local private practice.

Alan Harris
PhD 2011 — Educational Leadership and Policy Analysis
Alan is currently superintendent of Sierra Unified School District in Prather, California, and works as an adjunct professor with Fresno Pacific University.

Katy Swalwell
PhD 2011— Curriculum and Instruction
Katy just launched a new podcast with co-host Mandy Griffin called "Our Dirty Laundry" (www.ourdirtylaundrypodcast.com). Katy and Mandy are two longtime white women friends who dive into the history of white women's complicity with white supremacy. They laugh, they cry, they rage — but, most of all, they learn and invite others to join them.

Aaliyah Baker
PhD 2013 — Curriculum and Instruction/Multicultural Education
Aaliyah was promoted to associate professor of education lead-

2000s

Mary Jane Curry
PhD 2000 — Education
Mary Jane has just co-authored the book "An A to W of Academic Literacy: Key Concepts and Practices for Graduate Students," with six graduate students at the University of Rochester as her co-authors. She is an associate professor in the Warner Graduate School of Education and Human Development at the UR.

Dean Pribbenow
PhD 2002 — Educational Administration/ELPA
Dean recently celebrated his one-year anniversary as vice president for academic affairs and dean of the faculty at Elmhurst University in Illinois.

Roscoe Wilson
MFA 2002 — Art
After serving for five years as chair of the Department of Humanities and Creative Art at Miami University, Roscoe is excited to step back into a faculty role and teach full time.

Karen Searles
BFA 2003 — Dance and BS Dance Education
Karen, who was the 2017 Texas Dance Educator of the Year, made a rather large career move in her district this year to become an instructional technology specialist. In that role she was selected as Deerpark Middle School Teacher of the Year.

Alison Rootberg
BFA and BS 2004 — Dance Inter-Arts and Technology
Alison founded Wellness4Every1 in 2016, providing quality arts education to Chicago Public School students, as well as a space for physical and emotional well-being, through dance and yoga classes.

Emily Ruedinger
BS 2004 — Elementary Education
Although Emily's career looks a lot different than what she envisioned when she started in the elementary education program, her degree has proven invaluable as a pediatrician and medical educator. She is one of the associate program directors for her pediatric residency program

and centers her non-clinical work around curriculum development, particularly related to provider bias and social justice. She reports that her degree in education from UW has "shaped her small role in moving our society toward a more just and equitable future."

Erin Narloch
BS 2005 — Art
Erin has been selected as the Human Rights Commitment lead for Reebok. She's led the relaunch of their Human Rights Award Program in partnership with the ACLU and Alabama State University.

Sean Robinson
PhD 2005 — Educational Leadership and Policy Analysis
This fall Sean was awarded promotion to full professor, and also became graduate program director for the Higher Education and Student Affairs MA and PhD programs in the School of Education at Morgan State University in Baltimore.

Ruttanatip Chonwerawong
PhD 2006 — Education Leadership and Policy Analysis

ership and language and literacy at Cardinal Stritch University in Milwaukee.

Brett Hartman
BSE 2013 — English and Secondary Education

Brett has been teaching English at Oshkosh West High School since graduating in 2013. In that time, he has won two Community Foundation Teacher of the Year Awards.

Erin Van Oss
PhD 2013 — Educational Psychology/School Psychology
Dr. Van Oss opened Trinity Psychology, a school psychology private practice, to serve children in remote and underserved communities.

Paul Lorenz
MFA 2014 — Art
Paul continued his education at the Yale School of Architecture, graduating with a master of architecture degree in 2017. He is working as an architect in Philadelphia.

Rod Salgado
MS 2014 — Rehabilitation Psychology and Special Education
Rod was immensely inspired by what he learned during his time

with RPSE. After graduating with an MS in special education, he went on to complete a PhD in school psychology from the University of Oregon. Rod is currently a psychology post-doctoral fellow at the Kennedy Krieger Institute/Johns Hopkins School of Medicine.

Saili Kulkarni
PhD 2015 — Special Education
Dr. Kulkarni, an assistant professor at San Jose State University, and Dr. Sunyoung Kim, an assistant professor at the University of Illinois-Chicago, received the Spencer Foundation's Racial Equity Special Grant Award for their project titled "Playing Together: Using Learning Labs to Reduce Exclusionary Disciplinary Practices for Young Children of Color with Disabilities."

Breanne Litts
MS 2011 — Multicultural Education, PhD 2014 — Curriculum and Instruction, PhD 2015 — Digital Media
Breanne is at Utah State and received a National Science Foundation Faculty Early Career Development award for her work exploring how a community-driven and culture-centered approach engages

American Indian youth and elders in science and technology.

Katherine Adams
BS 2016 — Elementary and Special Education
Katherine is a recipient of the 2021 Herb Kohl Teacher Fellowship and currently teaches third grade in the Pewaukee (Wisconsin) School District.

Sean Frazier
MS 2016 — Educational Leadership and Policy Analysis
Sean was named as a 2021 Leader in Diversity and Inclusive Hiring by the Sports Business Journal. He has been a leading voice throughout his career, and currently is serving as the associate vice president and athletic director at Northern Illinois University.

Dan Steward
PhD 2016 — Curriculum and Instruction, Music Education
Dan is a state finalist for the Herb Kohl Teaching Fellowship.

Ananda Mirilli
MS 2016 — Educational Leadership and Policy Analysis
Ananda was elected to the Madison School Board in 2019 and launched a collective cooperative of consultants on racial justice and transformative change in 2020.

Julia Stathas
BS 2017 — Dance
Julia graduated in May with a doctorate in physical therapy from Mayo Clinic College of Medicine.

Jodi Lipschitz
BS 2018 — Rehabilitation Psychology
In August, Jodi will be graduating with a doctorate in occupational therapy from the University of Southern California.

Adriana Barrios
MFA 2019 — Art/Printmaking
Adriana has been selected to be an Innovation In Image resident artist at the Pilchuck Glass School, located in Stanwood, Washington, in summer 2021.

THANKS FOR STAYING CONNECTED

We received an outstanding response to our call for alumni updates. Unfortunately, we couldn't fit all of them into print due to space limitations. In addition, most updates we published here were trimmed so we could run responses from as many people as possible.

To read all the updates we received — and to learn more about updates we did publish — visit the Learning Connections website: education.wisc.edu/learning-connections

2020s

Phoebe Jordan
PhD 2020 — Educational Psychology
Upon completion of her post-doctoral fellowship in pediatric psychology at the University of Nebraska Medical Center, Phoebe will be starting a position as a clinical assistant professor of pediatrics at the University of Cincinnati.

Mary Cate Komoski
PhD 2020 — Educational Psychology
Mary is an assistant professor of developmental psychology at Texas A&M International University

Guzzo Pinc
MFA 2020 — Art Department, MFA Painting Major
During the summer, and with so much time to himself due to COVID-19, Guzzo's art style changed — and it attracted the attention of the art world. He had a solo show up at the prestigious Tory Folliard Gallery in Milwaukee, and has a solo show coming up this fall at Shoving Projects in Chicago, another solo show this fall at UW-Whitewater, and a group show at Gallerie DYS this fall in Brussels.



Underly selected state superintendent

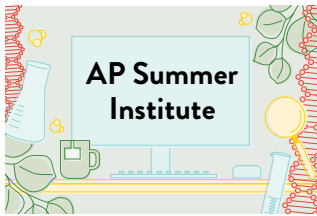
Jill Underly — who received her master's (2008) and PhD (2012) from the School of Education's Department of Educational Leadership and Policy Analysis — won a state-wide election in April to become Wisconsin's next state superintendent.

Underly, who had led the Pecatonica Area School District the past six years, starts her position in July.

Underly takes over for Carolyn Stanford Taylor, who was superintendent since Tony Evers left the post midterm in 2019 after he was elected governor. Stanford Taylor declined to seek a full term. Stanford Taylor (BS, 1978; MS 1979) and Evers (MS 1976; PhD 1986) are also alumni of the School of Education.



The office of Professional Learning and Community Education (PLACE) draws on the best ideas and people in the UW–Madison School of Education to provide transformational learning experiences for artists, educators, leaders, and lifelong learners around the world.



AP Summer Institute

June–August

Work together online with educators from across the country to share practices and strengthen your course in one of our week-long College Board-certified workshops.



Foundations of Student-Centered Coaching

July 11–Aug. 14

K-16 instructional leaders from all over the world will engage in professional learning communities to learn more about Student-Centered Coaching.



Coalition for Leading Anti-Racist Schools

July 26–29 & SY 2021–22

Join UW–Madison experts for this inter-district coalition and examine what it means to be anti-racist in the domains of education policy, instructional practice, and curricula.



Math Equity Project

Aug. 2–6 & SY 2021–22

K-12 educators collaborate as a professional community to investigate, experience, and implement research-based teaching practices that promote equity in mathematics.



Play Make Learn

Aug. 5–6

At this virtual conference, researchers, game designers, makers, artists, and educators will engage in cutting-edge learning science ideas and experiences; discover state-of-the-art design, education, and research; and network to spark new projects.



Building the SEL or Social-Emotional Learning Classroom

Coming in August 2021

In this self-paced online course we will help educators develop the key elements to transform their classrooms into communities of practice where SEL skills and academic skills are fully integrated.



Real Talk for Real Change

Series archive available for free

RTRC focuses on the critical issues of racial justice in education by centering the voices of UW–Madison scholars of color and community members. All seven events are available at go.wisc.edu/realtalkrealchange



Badger Pathways free webinar

Aug. 11, 10–10:30 a.m. CDT

Advance your education career! Join the directors of three professional master's degree programs in the School of Education, along with PLACE and the Career Center, to learn about all the continuing education and career resources available to graduates. Registration is required: go.wisc.edu/BadgerPathways

All summer 2021 programs will be offered online.

Visit go.wisc.edu/PlaceProfessionalLearning to learn more about these — and more — professional development programs for educators.

SAVE THE DATE

SCHOOL OF EDUCATION HOMECOMING TAILGATE SATURDAY, OCT. 30, 2021

We are planning to bring back our annual Homecoming Tailgate at Union South, if campus health and safety measures allow.

The Badgers are scheduled to host Iowa in this year's Homecoming football game at Camp

Randall Stadium. Kickoff is at 11 a.m. Keep an eye on your email and visit education.wisc.edu later this summer for details on how to purchase tickets for the game and our Homecoming Tailgate.

**IMPACT
2030**

BELIEVE IN BIG IDEAS

THANK YOU TO ALL OF OUR ALUMNI AND FRIENDS WHO ARE MAKING IMPACT 2030 A REALITY!

SARAH MAUGHAN/SCHOOL OF EDUCATION

More than 800 donors are helping support:

We have **9 new Faculty Fellows** — and expect to create more

About **200 students** are utilizing significant support via the Teacher Pledge. In return, students “pledge” to stay and teach in Wisconsin for at least 3 or 4 years

870 students experiencing hardship due to the pandemic **received \$2.38 million in Bridge to Success scholarships** in summer and fall 2020

Teaching Innovation grants supported 101 faculty and staff instructors who reconfigured courses to hybrid, online, or physically distanced face-to-face instruction in 2020-21

77 students received a computer or WiFi access via Tech Equity grants to help with the switch to online and hybrid instruction last year

3 new endowed professorships awarded

35 new scholarships created

A special thank you to John and Tashia Morgridge, who inspired others to donate with their commitment to matching gifts

Dance Professor Chris Walker is one of nine new Faculty Fellows receiving support via Impact 2030.



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BACK WHERE THEY BELONG: GRADUATES ROCK CAMP RANDALL

Graduates made a triumphant return to Camp Randall on Saturday, May 8 for UW-Madison's two commencement ceremonies.

There was a celebration at noon for undergraduates and another (pictured here) at 4 p.m. for all graduate degree candidates. Because of ongoing COVID-19 restrictions, in-person attendance was limited to graduates and faculty escorts. Together, just over 7,600 students earned degrees.

It was a momentous day for a special group of graduates, and the blinged-out ceremony reflected that. It had it all — from the emotional (lots of tears), to the explosive (fireworks, literally) to the gloriously unexpected (a Tony-winning Broadway star singing Queen!). As the ceremony continued, the graduates “Jumped Around,” sang “Varsity,” and threw their caps in the air.

