



Learning Connections

FOR UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF EDUCATION ALUMNI AND FRIENDS • WINTER 2020-21

TEACHER



PLEDGE

Program investing in Wisconsin's future teachers
one highlight of new **Impact 2030** initiative

Julianna Hom, who earned a bachelor of fine arts from the Dance Department in the spring of 2020, presents a live solo performance on Sept. 24.

Dance Department streams performances from recent grads during pandemic

When the pandemic shut down the UW–Madison campus in March 2020, it halted in-person performances of all kinds. Students who would be graduating in May 2020 from the School of Education's Dance Department suddenly and unexpectedly lost their opportunity to perform and present their work in the H'Doubler Performance Space one last time.

But faculty, staff, and students were determined to make the most of a difficult situation — and from Sept. 24-26, the Dance Department presented the “Alumni Festival Live Stream Event” via YouTube. It showcased performances and choreography from three 2020 bachelor of fine arts graduates — Julianna Hom, Megan Schimke, and Alice Svetic — live from the H'Doubler Performance Space.

The Dance Department also livestreamed its annual student Kloop-per Concert, Nov. 21-22, 2020, and plans to do the same with its Faculty Concert in February 2021.

Visit [YouTube.com](https://www.youtube.com) and search for: UW–Madison Dance Department



MAUREEN JANSON HEINTZ



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JULY 27



MESSAGE FROM THE DEAN



School of Education
UNIVERSITY OF WISCONSIN-MADISON

LEARNING CONNECTIONS WINTER 2020-21

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Dear Friends:

Since the onset of the pandemic in March 2020, it's no secret that our School of Education has faced challenges few of us could have envisioned.

But in a year that was difficult for so many across the world, sometimes you have no choice but to roll with the punches.

When UW-Madison canceled in-person courses the second week of March, we spent spring break quickly transitioning our School's 400 classes to virtual modes of delivery. And we did this while almost 1,000 of our employees were figuring out how to work remotely.

Since that time, we've worked hard to keep nearly all of our research projects going and refocused our commitment to racial justice and Associate Dean LaVar Charleston's Office of Equity, Diversity, and Inclusion. After enjoying a very successful Summer Term, we carried that momentum over to the fall semester, where we delivered high-quality online, in-person, and hybrid courses to our students. I'm most proud of how our School didn't merely survive during this difficult period — we've been able to thrive.

A highlight for our School community came Aug. 18 — when we announced Impact 2030. With an eye to the School's centennial in 2030, this new initiative made possible thanks to \$40 million in gift funds from our alumni and friends is allowing us to bolster opportunities and significantly increase support for our faculty, staff, and students to better serve our communities, the state, and the world.

This issue of *Learning Connections* spotlights Impact 2030, its four pillars, and just some of the exciting work that's being made possible by this initiative across the arts, health, and education. This latest issue of our alumni magazine similarly highlights high-quality work being done across all 10 of our departments. Such efforts make me incredibly proud of the School of Education — and very hopeful, despite the current challenges.

Like all of you, I can't wait for the day when we can return to more typical times. Until then, our School of Education — with support from our many alumni and friends just like you — will continue moving forward with a sense of optimism and a belief in big ideas.



— Diana Hess

School of Education students take on the fall semester

Hybrid learning. Masks. Physical distancing. COVID-19 testing.

When the fall 2020 semester kicked off at UW–Madison on Sept. 2, everyone realized it would be unlike any that had come before. But our School of Education students remained upbeat — and proved to be just as driven and inspiring as always.

Prior to the start of the semester, several students shared their thoughts with us on going to college amid a pandemic, what they were excited about entering the semester, future plans, and much more. Following is a sampling of those responses:

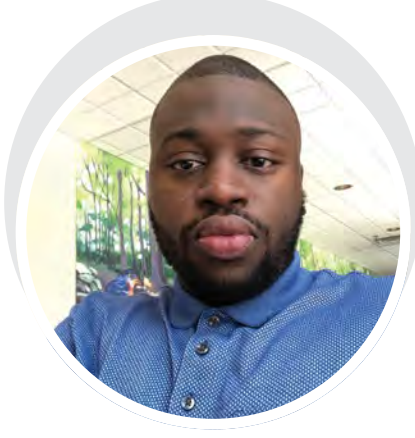


MADISON SHERMAN

Art Education (BS)

What brought you to UW–Madison? Both my parents went here, and I’m actually named after the school! Also, I loved the academic opportunities available to students.

How did you choose your major? I’ve been working as an art teacher locally for the past two years and realized that I have a passion for it. Art Education is a really interesting major to me, and I know that I can continue on to do many things with it.



BO BLOCKER

Special Education (MS)

What are you most looking forward to at UW–Madison? I am mostly excited to network, communicate with like-minded individuals, share thoughts, build each other up, and be on this journey together, progressing in the Special Education program with my cohort.

What are your career plans after graduation? After graduation, I will be looking for opportunities as a special education teacher in my hometown of Beloit, Wisconsin. I want to be a part of the community where I grew up, contribute to the advancement of special education services, and advocate for change in societal perceptions, striving for a more inclusive society.



JIAN “MJ” MAO

Education Studies (BS) and
International Studies

What brought you to UW–Madison? First, the excellent quality of education at UW–Madison. Second, coming from a bustling city of more than 25 million people in Shanghai and then spending two years in Honolulu on the tiny island of Oahu, Madison felt like the right place with just enough vibe of a city but without the crowds. Also, the lakes were a good substitute for the Pacific Ocean.

How did you choose your major?

I was not certain about what I wanted to study at the very beginning, and the choices in my mind were interior design or business. Second semester, I enrolled in an education policy class (with the Department of Educational Policy Studies) to fulfill a general requirement, and I ended up loving it. Being an international student with my unique cross-cultural educational experience in both China and America, I have always hoped to explore the concepts and disciplines of global education, relate that to my own experience, and understand its educational and social context linking to the larger world.

The School of Education’s national and international reputation, along with its extensive alumni connections, sets a solid foundation for future job searching.



ALEXUS LOR

Elementary Education (BSE)

What will you be focusing on during fall semester? During the fall 2020 semester, my main priority is getting used to my hybrid schedule of both in-person and online classes that will kick off my elementary education program. Then, I will be prioritizing a new student organization my group and I co-founded called “Diverse Leaders in Education.” Its purpose will be to help and support students of color in developing effective and essential leadership skills to prepare for the field of education after their undergrad and beyond.

What are your future plans?

First, I want to get a few years of experience teaching at the elementary level (preferably kindergarten through second grade). Then, I’d like to go back to school for my master’s or PhD in educational leadership and eventually get certified as a principal or superintendent. I hope to pursue a career where I can actually make changes in the public school system, because I am a kid who graduated from a Milwaukee public school.



KORY PUCKER

Clinical Rehabilitation
Counseling (MS)

Can you share a little about your background and what brought you to UW–Madison?

To understand my decision to enroll in the clinical rehabilitation counseling program, it must be understood that my reality growing up was a bit “atypical.” I grew up with Knoblock Syndrome, a rare genetic disorder that results in extreme nearsightedness. Throughout my undergrad years, I worked at several summer camps that specialized in innovative recreational opportunities in an accessible environment for individuals with varying abilities. ... It was at camp that I found an interest in the profession of healing.

How do you feel going into the fall semester? In short, a balance between nervous yet determined. Obviously, COVID-19 has shifted the way we interact and engage at all levels of learning. Yet, we must remain open to make necessary changes to keep our neighbors safe and healthy.



CLAIRE MINOR

Educational Leadership and
Policy Analysis (MS)

What brought you to UW–Madison? I studied abroad a few different times throughout undergrad (at Arizona State), and these trips were some of the highlights of my educational experience. I have always enjoyed gaining insight on cultures, ideas, and worldviews that are different from my own. ... I feel that my time in the global higher ed program will allow me to learn more about the world around me and gain insight on how to be the most well-rounded student, team member, mentor, leader, and person possible.

What are you most looking forward to at UW–Madison? I am most looking forward to making connections. I am very excited to get to know my advisor, my professors, and the members of my cohort on a deeper level throughout the next two semesters. I am also eager to get to know the city a bit better. Madison is full of diversity, culture, and life, and I can’t wait to jump right in!



New Faculty Focus: Q&A with Baron Kelly

During the course of the academic year, the School of Education is sharing 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 Baron Kelly, who joined the School as a faculty member prior to the start of the fall semester.

Title: Professor, Department of Theatre and Drama; holds a joint appointment with the Division of Continuing Studies' Odyssey Project (which offers UW–Madison humanities classes for adult students facing economic barriers to college).

Hometown: New York and California.

Educational/professional background: Diploma in acting from London's Royal Academy of Dramatic Art; MFA in acting from California State University, Long Beach; PhD in theatre from UW–Madison.

Previous position: Head of graduate acting and director of graduate studies, University of Louisville.

How did you get into your field of research? As a young child, I loved watching old movies on television and reading books on actors from Hollywood's Golden Era to understand their journeys in the business.

What attracted you to UW–Madison? Being a top (research) institution, there are tremendous resources and a top-notch intellectual environment that is so stimulating to be a part of.

What was your first visit to campus like? My first visit was when I arrived on campus for my doctoral studies in 1999. I had traveled a lot in the U.S. as an actor, so I was interested how this academic journey was going to unfold for me.

What's one thing you hope students who take a class with you will come away with? The students will learn from a four-time Fulbright scholar who

will impart knowledge and history from his artistic and scholarly world travels.

Do you feel your work relates in any way to the Wisconsin Idea? I have dedicated my life to helping people better themselves through theatre and helping people to understand empathy and compassion.

What's something interesting about your area of expertise you can share that will make us sound smarter during video chats (and eventually parties)? I have been to Russia many times to research the relationship between the poet Taras Shevchenko and 19th century African American actor Ira Aldridge. Also, the relationship between Aldridge and the Jewish communities who saw his performances of Shakespeare's Shylock. Also, I have researched the Scandinavian theatre career of African American actor Earle Hyman.

ABOVE: Baron Kelly teaches students how to act out scenes from "Romeo and Juliet" in October during his course, *Theatre 541: Acting Shakespeare*. Students are wearing specially designed coverings that utilize both a clear face shield, along with a piece of fabric that fits snugly to the chin, in an effort to keep everyone safe during the pandemic.

Get to know Courtney Bell, director of the Wisconsin Center for Education Research

Courtney Bell stepped into her new role as director of the Wisconsin Center for Education Research (WCER), which is housed in the School of Education, on July 1. She joined her new colleagues at UW–Madison remotely, as she and most of WCER’s researchers and staff have been working since mid-March 2020.

Yet she has managed to meet more than 100 WCER researchers and staff members through one-on-one virtual meetings. Happily, she and her family moved from the Detroit area to Madison in August, so she will be ready for face-to-face meetings when the time is right.

Bell began her career as a high school science teacher and for the past 12 years worked as a research scientist and center director at Educational Testing Service, the world’s largest private, nonprofit educational testing and assessment organization. She earned a doctorate in education from Michigan State University, a teaching certificate from East Carolina University, and an undergraduate degree in chemistry from Dartmouth College.

We asked Bell why she made this move and about her plans for leading one of the world’s most productive education research centers.

What interested you in working at WCER? WCER had long been famous in my world, but I had only ever been a consumer of its insights. I was not looking for a new job, but when I saw the job description — with its focus on partnering across differences and equitable education — it made me pause. The prospect of the job excited me. Ultimately, I took the job because of the people I met on my full-day “job talk” visit. I just could not ignore how much the people and the place resonated with me. I loved that people pressed me for answers to hard questions. They were kind, super smart, doing fantastic work, and humble.



What do you hope to accomplish at WCER? I plan to develop a collaborative vision and strategic plan that seeks to improve an already excellent institution. Until the specifics of that plan develop, I hope to leave the place better than I found it.

What attracted you to education research as a career? I am a white woman who taught high school science in the rural south to the descendants of sharecroppers. Teaching there made me outraged that our public education system was failing those young people through no fault of their own. I ultimately could not forget what I had seen in those classrooms, which led me to education research.

My scholarly contributions focus on the intersections of research, policy, and practice — especially around

teaching quality and how we measure it. I believe these intersections are where “the rubber meets the road,” so we need to understand them and figure out how to improve the world with researchers, policymakers, and practitioners working together around shared concerns.

How do you most enjoy working?

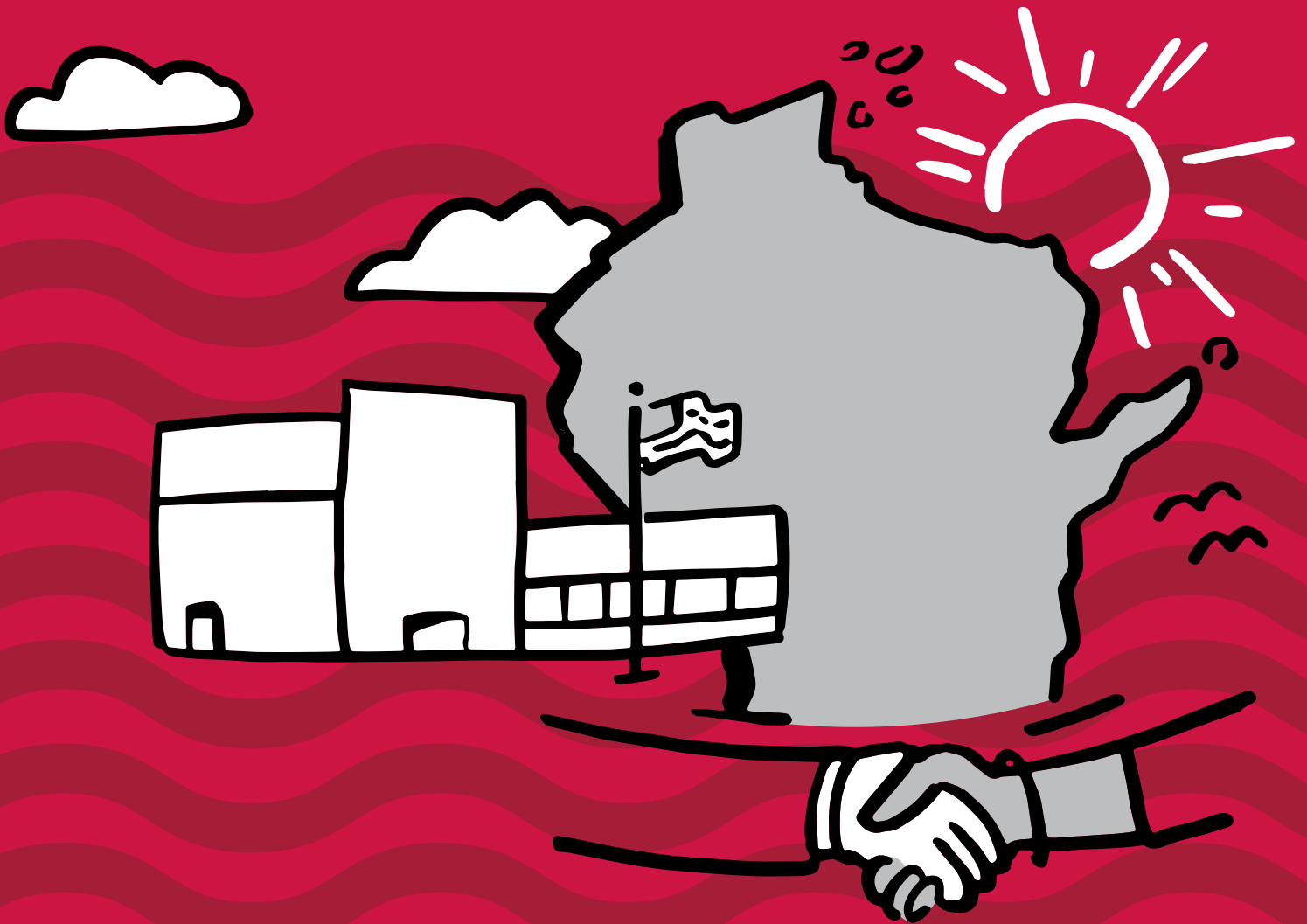
I prefer to work with others to achieve things that one person cannot do alone. I am a collaborator. I believe no matter what your formal degree or job title is — everyone has insight and perspectives that can benefit the team. And I believe we have to make spaces for everyone’s perspectives — especially those frequently silenced or devalued — to be understood. I prefer and try always to use clear, honest, and respectful communication.

IMPACT 2030

BELIEVE IN **BIG** IDEAS

Impact 2030 is an ambitious initiative designed to dramatically strengthen our already highly regarded School of Education. Thanks to generous donors who are backing these efforts, Impact 2030 is helping us push the boundaries of innovation, research, and creativity over the next decade leading up to the School of Education's centennial in 2030. Join us on the leading edge of redefining what's possible.

• • • • •



TEACHER PLEDGE

Investing in Wisconsin's future

School districts across the state and around the country are struggling to find enough qualified teachers — and these staffing challenges are growing.

In an effort to help bolster Wisconsin's teacher workforce and give the state's schoolchildren access to the high-quality educators they deserve, the UW–Madison School of Education publicly launched a bold new program on Aug. 18.

It's called the UW–Madison School of Education Wisconsin Teacher Pledge and it went into effect for the start of the 2020 fall semester. The Teacher Pledge is open to all participating teacher education students — and is 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 one of the School's teacher education programs. For teacher education students with greater financial need, the program can provide funds to cover additional costs, such as books or living expenses.

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 district or in a high-need subject area will fulfill their obligation in three years, while all others will do so in four. Over the next five years, the Teacher Pledge is expected to support more than 1,500 students in the School's teacher education programs.

"It's so easy to lament huge problems like teacher shortages and the lack of special educators in rural areas," says Melinda Leko, chair of the Department of Rehabilitation Psychology and Special Education. "But the Teacher Pledge is actually a tangible step toward solutions."

"Teachers have the incredible responsibility of educating our youth, preparing them for the future, and inspiring a lifelong love of learning," says Carolyn Stanford Taylor, Wisconsin's state superintendent of public instruction. "It is important to commit to programs like the Teacher Pledge to recruit the next generation of Wisconsin educators."

The program, which is being funded with \$18 million in donor support, is also designed to help the School of Education attract and retain diverse cohorts of students who are dedicated to becoming educators across Wisconsin.

"The Teacher Pledge will help ensure that talented and committed students — regardless of their economic backgrounds — have the financial support needed to become teachers," says School of Education Dean Diana Hess.

The Teacher Pledge is just one part of the School of Education's ambitious new Impact 2030 initiative that's designed to build upon the School's excellence and its efforts to serve Wisconsin and beyond over the next 10 years. Impact 2030, which is being made possible with \$40 million in donor support, is centering its

efforts across four pillars leading up to the School's centennial in 2030:

STRENGTHENING STUDENT SCHOLARSHIPS

As the School of Education challenges its students to change the world, it realizes they need support to do so. The School is significantly increasing its scholarship and fellowship packages, and utilizing a new strategic plan for equity, diversity, and inclusion to better attract and serve students from groups that are historically under represented at UW–Madison.

PROVIDING TRANSFORMATIONAL AND INNOVATIVE LEARNING EXPERIENCES

The goal is to provide the very best, high-impact educational experiences for students across the School's 10 departments so they can become equity-oriented agents of change and productive citizens who embody the Wisconsin Idea. The School is innovating beyond its classroom walls by putting new resources into developing the highest quality online and hybrid learning experiences that the COVID-19 crisis accentuated a need for. The School is also committed to helping undergraduates become involved with cutting-edge research projects, is creating and expanding in-person and virtual paid internship options, and refocusing its vital global education and engagement strategies.

BOLSTERING FACULTY SUPPORT

Faculty members are central to the School's success as dedicated educators, groundbreaking researchers, and vital mentors to the next generation. The School is committed to recruiting top academics with diverse backgrounds who are dedicated to scholarship, teaching, and service that embraces and engages the full measure of the diversity of society. As part of these new efforts, the School is committing significant resources over the next decade to a new faculty fellow-

ship program that provides flexible funding to further faculty research and scholarship. The School is also establishing new professorships and chairs through Impact 2030 and a campus-wide Morgridge Match program.

INVESTING IN WISCONSIN'S FUTURE TEACHERS

These efforts are centered on the new Teacher Pledge program.

"There are many ingredients that go into building and maintaining a top-ranked School of Education," says UW–Madison Chancellor Rebecca Blank. "World-renowned faculty. Great students. Leaders who foster a culture of innovation. And cutting-edge scholarship. Impact 2030 will allow us to make important investments in all of these areas to ensure that the School of Education remains one of the best in the country. I am grateful to the alumni and friends who support our mission, and who



"Teachers have the incredible responsibility of educating our youth, preparing them for the future, and inspiring a lifelong love of learning. It is important to commit to programs like the Teacher Pledge to recruit the next generation of Wisconsin educators."

— Carolyn Stanford Taylor, Wisconsin superintendent of public instruction



believe — as we do — in the power of education to change lives.”

While some aspects of Impact 2030 will evolve and grow over the next decade, the launch of the initiative in August paid immediate and substantial dividends for faculty, staff, and students across the School, including:

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 Summer Term courses, supported 367 scholars with \$1.34 million in scholarships. 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.

Tech Equity Program: With many classes being moved online or utilizing a hybrid of online and in-person sessions due to the coronavirus, the School provided students in need of laptops or better internet connectivity with assistance. Through this program, the School provided 35 computers and 55 mobile hotspot devices to provide connectivity to the internet.

Teaching Innovation Grants: Across the School, 82 instructors teaching classes this fall 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.

Faculty Fellows: The School announced a new faculty fellowship program in August, with these fellowships providing flexible funding over five years to further a faculty member’s research and scholarship. The first nine faculty fellows were announced in August, with even more to be awarded by 2030.

Real Talk for Real Change: At a time when the School is committing to be a leader on issues related to equity, diversity, and inclusion, a new Real Talk for Real Change symposia series was launched. The series is open to the public and focuses on critical issues of racial justice in education by centering the voices of UW–Madison scholars of color and community members. The series was made possible, in part, utilizing Impact 2030 funds. (*Learn more, Page 28.*)

Teacher Pledge: For the fall semester, 166 students are utilizing the Teacher Pledge, a number that is expected to grow in the years to come.

Schools around Wisconsin, like those elsewhere in the country, continue to face staffing challenges. One way to measure this issue is by examining the number of teachers working in classrooms who are not professionally trained for their position. In Wisconsin, there were 2,863 emergency teacher licenses issued by the Department



“There are many ingredients that go into building and maintaining a top-ranked School of Education. Impact 2030 will allow us to make important investments ... to ensure that the School of Education remains one of the best in the country. I am grateful to the alumni and friends who support our mission, and who believe — as we do — in the power of education to change lives.”

— UW–Madison Chancellor
Rebecca Blank



of Public Instruction for the 2018-19 academic year — a 180 percent increase from the 1,021 administered in 2012-13.

While these challenges are hitting both rural areas of Wisconsin and the Milwaukee School District especially hard, most districts across the state are utilizing teachers on emergency licensure to fill gaps in at least some high-need areas, such as special education, bilingual education, and STEM fields.

In addition, enrollment in teacher preparation programs both nationally and in Wisconsin has declined by about one-third since 2010, according to U.S. Department of Education figures. Low starting pay, coupled with student debt, can make teaching a tough career choice for young people. The Teacher Pledge program is designed to help alleviate these stressors so all students can consider a future as a teacher.

“Knowing I have this financial support, I feel like a weight has been lifted off my shoulders and I can breathe and can focus on the students I’m teaching,” says UW–Madison senior Kara Grajkowski, who is utilizing the Teacher Pledge as she pursues dual certification in elementary education and special education. She plans to teach in Milwaukee after graduating.

Similarly, while young teachers are leaving the profession at high rates after only a year or two on the job, the Teacher Pledge incentivizes teachers to stay on the job for at least three or four years.

“Teaching is a very difficult job, especially early on,” says Hess, who began her education career as a high school social studies teacher in Downers Grove, Illinois, in 1979. “We feel if teachers stick with it, they will start to see the value they bring



Kara Grajkowski is utilizing the Teacher Pledge as she pursues dual certification in elementary and special education.



Nicholas Hillman is leading efforts to research the Teacher Pledge and to examine ways to improve the initiative over time.

and enjoy the important work they are doing.”

Researchers at UW–Madison are studying the Teacher Pledge closely and will be sharing key findings to help aid efforts around Wisconsin and across the nation in building a more diverse and effective teacher workforce. The initiative is being examined through the university’s Student Success Through Applied Research (SSTAR) Lab that is led by Nicholas Hillman, an associate professor with the Department of Educational Leadership and Policy Analysis.

“We’re knee deep in getting the data infrastructure in place so we can monitor and provide feedback to help the program improve over time,” Hillman says of the early stages of the research. “Student debt is a big issue nationwide, so this program will help us learn valuable insights into the effects debt has on students but also on the best ways to administer loan and loan forgiveness programs.”

FROM A VISION ... TO A ‘WINNER’

Thanks to the generosity of donors and friends, in November 2017 the School of Education met its fundraising goal of \$65 million — about three years ahead of schedule — for the All Ways Forward campaign that the university launched in 2015. Even before that goal was met, Dean Diana Hess, Betsy Burns, the School’s senior director of development, and Jim Thompson, then chair of the School’s Board of Visitors, starting thinking about what to do next.

Although the All Ways Forward campaign was scheduled to run through at least 2020, no serious thought was given to simply re-setting the fundraising goal and continuing on.

“I remember we weren’t thinking about dollars — but what could be done to excite faculty, staff, and students across the School, plus the communities the School serves,” says Thompson, a 1973 graduate of UW–Madison with a degree in agricultural economics. Thompson retired after a successful career as an executive with Cargill Inc. and The Mosaic Company. His strong tie to the School of Education is that both of his parents are alums who made significant impacts in the state as leading educators. His mother, 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.

Over the next year, Hess brought together School leadership, department chairs, the Board of Visitors, which serves as an external advisory body, and other stakeholders to share ideas and rank priorities about initiatives to pursue next.

“It was such a collaborative process with all these groups thinking big about both needs and opportunities moving forward,” said Professor Adam Nelson, who during this period was chairing the Department of Educational Policy Studies and today co-directs the School’s Global Education Office.

“Diana was visionary in the things she thought should be priorities and then it became a dialogue and a process that got us to Impact 2030,” says Thompson, who wrapped up his tenure on the Board this past summer. “We’d identify possibilities, first as individuals and then in groups of two, and then in small groups



Jim Thompson, the former chair of the School's Board of Visitors, says he is proud of how so many people came together to make Impact 2030 a reality.

— trying to figure out what was most important and could have the most impact on the School and the communities it serves.”

In June of 2018, Thompson and Hess attended the American Family Insurance Championship, a pro golf tournament at UW–Madison’s University Ridge Golf Course.

“If you’ve ever attended a golf tournament, you know the action can be a little slow and it’s a great opportunity to talk,” says Hess.

“That’s where Diana started talking about the Teacher Pledge,” says Thompson, who walked the entire course with Hess that day. “Sometimes just by chatting you think about different ideas and start to dream — and through that dreaming process we started some really good conversations about the Teacher Pledge.”

In December 2018, UW alumni Tashia (1955, education) and John (1955, business) Morgridge provided a lead gift to the Impact 2030 initiative. Over the next year, a small group of donors joined the Morgridges in making leadership gifts, allowing Impact 2030 to become a reality. (*Learn more about the lead donors, Page 17.*)

“As individuals we can’t stop global warming and we can’t stop pandemics — but we can get kids in this country educated,” alumna Susan and James Patterson said of why they supported Impact 2030 as lead donors. “Teachers save lives.”

A major, in-person launch party was scheduled for April 2, 2020. But the COVID-19 pandemic shut those plans down. Instead, the School launched Impact 2030 virtually on Aug. 18 — with a website (education.wisc.edu/impact-2030), videos, social media and email campaigns, and more.

“Diana deserves kudos for her vision behind this,” says Thompson. “But she’d be the first to tell you there was a multitude of people who made this possible — from faculty and staff, to the development team working with donors, to central campus and Chancellor Blank, to Mike Knetter and the UW Foundation. I love how it all came together, and how comprehensive the initiative is. It’s just a winner in every way.”

STRENGTHENING STUDENT SCHOLARSHIPS

One pillar of the School’s Impact 2030 initiative is a focus on providing significantly more scholarship funding and fellowship packages to recruit and support both undergraduate and graduate students.

While the Teacher Pledge went into effect for the fall 2020 semester and other initiatives designed to bolster student support are being strategically developed, many young scholars from across the School found themselves in immediate need of help following the onset of the COVID-19 crisis. In April 2020, a team of faculty and staff — under the leadership of Lesley Bartlett, a professor with the Department of Educational Policy Studies — made individual calls to over 1,500 undergraduate and graduate students to check in and identify their barriers to success in this environment.

During these Community Wellness check-ins, faculty and staff asked students about: adequacy of access to the internet and devices needed to complete coursework that had moved online; potential delays in progress toward graduation due to the pandemic; and financial and/or food insecurity concerns, among other questions. Student responses were logged via a survey, and members of the Wisconsin Evaluation Collaborative, housed within the Wisconsin Center for Education Research, analyzed the data and trends.

Many students reported that their employment had been canceled during a period when there were already high levels of unemployment — leaving them uncertain as to how they would support themselves through the summer and beyond. In addition, more than a quarter of students reported they were unsure or already knew that they would need to extend the length of their academic program to graduate. The check-ins also showed that international students and students of color were often disproportionately affected by COVID-19.

As a result of the calls and through private support from the School’s Impact 2030 initiative, the School was able to provide \$2.38 million in emergency support, in the form of Bridge to Success scholarships, to 869 students over the summer and fall semesters.

Trang Diem Tran, a student with the Department of Curriculum and Instruction and an emergency scholarship recipient, expressed her gratitude.

“I am deeply appreciative of this support from School of Education alumni and friends, and especially for your empathy and dedication to help students in these challenging times,” said Tran, who is pursuing her master’s degree. “The financial assistance provided was of great help to me in paying my summer educational expenses as my daughter and I were facing the financial hardship brought on by COVID-19.”

Added Jessica McQueston: “When COVID began in March, I was in the middle of data collection with my dissertation in a K-12 school and planned to graduate in May. With the ongoing school closures, I needed to start an entirely new dissertation and extend my program by at least two semesters. Thanks to the financial support I received this summer and fall from the Bridge to Success scholarship, I have been able to continue pursuing my PhD in special education. As a first-generation college student, your support means so much.”

Trang Diem Tran, a master's degree student with the Department of Curriculum and Instruction, received a Bridge to Success scholarship to help overcome financial hardship brought on by COVID-19.



School leadership is currently engaging its stakeholders to think about how best to initiate additional scholarship programs. These efforts are centering on the School's commitment to new student support initiatives that can most effectively grow undergraduate enrollment and continue the School's upward enrollment trend among targeted minority, Pell grant eligible, and first-generation college students who enroll and successfully matriculate through programs across the arts, health, and education fields.

In concert with scholarship funding to alleviate financial burdens, these new programs will also build in additional academic and social supports designed to strengthen academic success.

"These efforts are going to allow us to recruit and support the very best students from all backgrounds," says Nelson, with the Department of Educational Policy Studies and the Global Engagement Office. "From a department standpoint, this is very exciting."

TRANSFORMATIONAL AND INNOVATIVE LEARNING EXPERIENCES

Another pillar of Impact 2030 centers on the School's commitment to providing transformational and innovative learning experiences for students.

The Adapted Fitness program run through the Department of Kinesiology is an example of how faculty and staff across the School are innovating beyond the classroom walls, while educating and empowering students to be equity-oriented agents of change. Led by Distinguished Faculty Associate Tim Gattenby, the program helps both adults and children from the community with a range of disabilities establish a healthier lifestyle, become more independent, enhance functional fitness, and participate in sports and other recreational activities. The Adapted Fitness and Personal Training classes offered through the Department of Kinesiology serve a diverse population — including clients with permanent and temporary disabilities, as well as individuals who are interested in weight loss and stress management.

During more traditional times, the program serves about 100 clients, as Gattenby and his colleagues train and utilize more than 250 UW–Madison student volunteers who are essential to the success of the program.

SARAH MAUGHAN/SCHOOL OF EDUCATION



Tim Gattenby heads the Adapted Fitness program and has spent more than three decades helping people with a range of abilities find new and innovative ways to stay active.

Each client the program serves works closely with two to four students, forming a “fitness team.”

“We are training students in kinesiology who are going to go on to medical school or be physician assistants, and occupational and physical therapists — and this experience is opening their eyes to what is possible for their patients,” says Gattenby, who has spent more than three decades helping people with a range of abilities find new and innovative ways to stay active.

As part of the School’s Impact 2030 initiative, UW–Madison alumni Ginny (1978, physical education) and Mike (1978, engineering) Conway made a generous major gift to make sure the Adapted Fitness program will have dedicated space in the new UW Natatorium, which is scheduled to open in 2023 following the demolition of the current Nat, which got underway this past fall. The Conways are passionate about the work being done by Gattenby and his colleagues, and this support — plus generous backing from the university — will assure there is a new, state-of-the-art Adapted Fitness space that will not only better serve clients from the community, but continue to provide incredible training and leadership experiences for students.

Until the disruptive nature of the COVID-19 pandemic created new realities, work conducted by Gattenby and his students was done in face-to-face settings, typically at the UW Natatorium. Since the onset of the pandemic, the Adapted Fitness program overhauled how it operates, moving most consultations/projects online until it’s safer to return to in-person activities.

“I’ve seen lots of negative press about education faltering due to the distance learning methods that many have adapted to,” says Gattenby. “I believe that we are actually doing the opposite — and thriving as instructors and students.”

While COVID-19 restrictions have limited the number of clients currently being served to around 65, once the new Natatorium opens the Adapted Fitness program is expected to grow to the point where it can serve 150 clients, utilizing more than 300 UW–Madison students.

In addition, the School’s Impact 2030 initiative is also committed to helping undergraduates become involved with cutting-edge research projects, and is creating and expanding valuable in-person and virtual paid internship options.

“The funding to support paid internships is going to be a game changer for preparing our undergraduate and graduate students to be competitive in the workforce,” says Leko, who chairs RPSE.

The School is also refocusing its vital global engagement strategies and, once it’s safe again to travel internationally, growing the number of study abroad opportunities tied to one’s major.

“Though some of our work related to study abroad, and international research and travel, isn’t currently allowed due to COVID-19 safety restrictions, bolstering our global engagement strategies remains an important aspect of Impact 2030 — and

our commitment to providing transformational and innovative learning experiences for our students,” says Hess. “These efforts are more important now than ever, and the Global Engagement Office will play an important role in strengthening our historic emphasis on global connections.”

BOLSTERING FACULTY SUPPORT

Faculty members are central to the School’s success as dedicated educators, groundbreaking researchers, and vital mentors to the next generation.

The School remains committed to recruiting top academics with diverse backgrounds who are dedicated to scholarship, teaching, and service that embraces and engages the full measure of the diversity of our society (*Learn about the 16 new faculty members joining the School during the 2020-21 academic year, Page 21*).

One highlight of Impact 2030’s efforts to further support faculty doing outstanding work is the launch of a new faculty fellows program that provides flexible funding over five years to further a faculty member’s research and scholarship. The School announced the first nine fellows this fall (*Learn more, Page 16*), with even more to be awarded by 2030.

“The faculty fellows are so impactful because these awards are providing support for faculty in the middle of their careers,” says Leko. “There often is a good deal of support available for faculty members when they are first starting out, but the faculty fellows program is a really special way to honor faculty across the School of Education who are becoming leaders in their field.”

In addition, the School will be establishing new professorships and chairs through Impact 2030 and a campus-wide Morgridge Match program.

“Overall, Impact 2030 is such a big and exciting initiative that as a whole it generates a new level of excitement not only within our School, but across UW, in Wisconsin, around the country — and eventually around the world,” says Nelson. “It lifts everything we do in the School of Education to a whole new level.”

Adds Hess: “As the No. 1-ranked public school of education in the nation, we look to the future with a sense of optimism and a belief in big ideas. Our commitment to pursuing some of society’s biggest questions in the arts, health, and education has never been stronger. We’re excited about redefining what is possible.”



“As the No. 1-ranked public school of education in the nation, we look to the future with a sense of optimism and a belief in big ideas.”

— School of Education
Dean Diana Hess



To learn more about Impact 2030 visit:
education.wisc.edu/impact-2030/

Faculty fellows

Faculty members are central to the School's success as dedicated educators, groundbreaking researchers, and vital mentors to the next generation. The School is committed to recruiting top academics with diverse backgrounds who are dedicated to scholarship, teaching, and service that embraces and engages the full measure of the diversity of our society.

The School is also making substantial new efforts to support faculty doing outstanding work by committing significant resources over the next decade to a new faculty fellowship program. These new fellowships provide flexible funding over five years to further a faculty member's research and scholarship. In addition, the School will be establishing new professorships and chairs through Impact 2030 and a campus-wide Morgridge Match program.

Meet the School's first nine faculty fellows:

DAVID BELL

Associate Professor,
Department of Kinesiology, Department
of Orthopedics and Rehabilitation
Bell teaches in the Athletic Training program and
serves as the director of the Wisconsin Injury in Sport
Laboratory. His research focuses on identifying risk
factors for musculoskeletal injuries, with a special
focus on sport specialization in children.



CHRIS WALKER

Professor, Dance Department
Walker is a multi-hyphenate contemporary
dance and performance artist. Rooted in "Resis-
tance Aesthetics," Walker's work draws upon the
danced rituals, mas traditions, and embodied
performance history of the African diaspora.
His research intersects dance choreography for
the concert stage with collaborations with visual
and performance artists for museum, alternate
spaces, professional theatre, and video/film.



ROSEMARY S. RUSS

Associate Professor, Department
of Curriculum and Instruction
Ann Wallace Faculty Fellowship
Russ examines how teachers and learners conceptualize
knowledge and learning across a variety of contexts. Her
work assumes the types of knowledge people use during
sensemaking about the world depends critically on how
they understand themselves as learners (or not).



PERCIVAL MATTHEWS

Associate Professor, Department of
Educational Psychology
Matthews studies how people think about mathe-
matics with two primary goals: to understand how
basic human abilities (like memory and perception)
can support math; and to use this basic knowledge
to help improve teaching techniques to impact the
learning of everyday children.



STEPHANIE BUDGE

Associate Professor, Department of Counseling Psychology
Budge's (she/her) research focuses on emotional and coping processes for
transgender and nonbinary (TNB) youth and adults, with an emphasis on
wellness. She also conducts research on the effectiveness of medical and
psychotherapeutic treatments for TNB clients.

ANDREA RUPPAR

Associate Professor, Department of Rehabilitation Psychology and Special Education

Ruppar's research focuses on equity and inclusion for students with extensive support needs (who are typically labeled with intellectual disability, autism, or multiple disabilities). Her work particularly centers on teachers, and how their decisions affect students' educational opportunities and outcomes.

HELEN LEE

Associate Professor, Art Department
Helen Burish Faculty Fellowship

As an artist, Lee examines the morphological nature of language. She is interested in how language inherently changes — over time, across cultures, and in physical form. Lee reifies her bilingual experience as a second generation Chinese-American in a fluid material that similarly embodies a state of flux. Lee states, "I write in glass, which is to say that I write in light, and I write in shadow."

LINN POSEY-MADDOX

Associate Professor, Department of Educational Policy Studies

Posey-Maddox's research and teaching interests are focused on urban and suburban education, education and urban policy, and family-school relationships. She is the author of "When Middle-Class Parents Choose Urban Schools: Class, Race, and the Challenge of Equity in Public Education."

DAN LISOWSKI

Associate Professor, Department of Theatre and Drama

Lisowski investigates engineering innovations to enhance live performance and entertainment. Using emergent technology from the fields of motion capture, industrial automation, video games, and functional safety, he develops new entertainment systems for public performance and explores technology-infused storytelling methodologies.



IMPACT 2030 DEAN'S LEADERSHIP CIRCLE

In December 2018, UW–Madison alumni Tashia and John Morgridge provided a lead gift to the School of Education's Impact 2030 initiative. The Morgridges (pictured above) both graduated from the university in 1955. Tashia majored in education and John majored in business before going on to become the chairman of Cisco Systems. Tashia is a retired special education teacher who has been a volunteer teacher for students with learning disabilities. Both have been involved at UW–Madison for many years.

Over the next year, a small group of donors joined the Morgridges in making leadership gifts to the initiative, allowing Impact 2030 to become a reality.

Through the generosity of the Impact 2030 Dean's Leadership Circle, the School officially launched Impact 2030 on Aug. 18, 2020, with a transformational commitment to its students, faculty, and staff — and an invitation to alumni and friends to join them in supporting our top-rated School of Education.

When asked about their decision to support Impact 2030, the Morgridges explained: "We believe in the power of education and big ideas. Our decision to participate was inspired by our desire to ensure the next generation of Badgers have access to high-quality teaching and research at a top-ranked School of Education, and ultimately are able to go out and make an impact on communities throughout the state of Wisconsin and around the world. Impact 2030 is a bold initiative that will further strengthen an institution we care so deeply about now and into the future."

In addition to the Morgridges, here are the donors who played a leading role in making Impact 2030 a reality:

- Ginny and Mike Conway
- Susan Shannon Engeleiter
- Karen and Tom Falk
- Mary Gibb
- Mary and Ted Kellner
- Susan and James Patterson
- Jim and Georgia Thompson

The Wisconsin Center for Education Products and Services (WCEPS), which disseminates the educational innovations created at the UW–Madison School of Education, also provided leadership support.

UW–Madison’s Athletic Training program transitioning to master’s degree level

UW–Madison’s Athletic Training program is transitioning to the master’s degree level due to changing national accreditation standards and an anticipated growth in demand for athletic trainers in the coming years.

The new Master of Science in Athletic Training (MSAT) program — which was approved by the UW System’s Board of Regents in April 2020 — is now accepting applications and will enroll its first cohort in the summer of 2021.

Athletic trainers are multi-skilled health care professionals who collaborate with physicians as part of a health care team to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers provide this health care in a variety of settings for people involved in all levels of physical activity.

“If you enjoy sports and physical activity, solving problems, caring for patients, and working with people, then a career in athletic training might be for you,” says Andrew Winterstein, who directs the university’s Athletic Training program, which is

housed in the School of Education’s Department of Kinesiology.

Athletic trainers do everything from creating injury prevention programs at high schools, to providing health care to intercollegiate or professional sports teams. Others help workers safely perform on a factory assembly line, or treat patients of all ages and skill levels in a clinical rehabilitation setting.

The new MSAT program is replacing the current Athletic Training program offered at the bachelor’s degree level. Athletic training programs across the country are making the transition following a decision from the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification (BOC), and the National Athletic Trainers Association. By the fall of 2022, athletic training programs nationally will no longer be enrolling students at the undergraduate level. However, students currently enrolled in athletic training programs and current athletic trainers will not need to earn a master’s degree to satisfy this new standard.

The U.S. Bureau of Labor Statistics projects that employment of ath-

letic trainers will grow 19 percent from 2018 to 2028, which is much faster than the average for all occupations.

UW–Madison’s new MSAT program takes 24 months to complete, beginning with a summer session, and includes capstone clinical preceptorships in local environments and locations around the country. The curriculum, which includes 58 credits, is front-loaded in year one (summer, fall, and spring semesters), with a heavy didactic schedule and limited clinical experiences. The second year (summer, fall, and spring semesters) then stresses immersive clinical field placements supported by innovative courses that include both face-to-face and online formats.

The program at UW–Madison gives students the unique opportunity of working with elite Big Ten Conference athletes competing at the highest level of intercollegiate sports.

The Department of Kinesiology is also now offering a new Athletic Healthcare certificate. The 14-credit program will provide students with specialized knowledge related to the fields of health care, sports medicine, and physically active populations.

For those who crave dynamic, exciting, and challenging work within the health care field, athletic training can be a rewarding career.





Wood program reimagines what's possible during pandemic

After UW–Madison started the 2020 fall semester with a mix of in-person, online, and hybrid classes, a jump in the number of positive COVID-19 cases across the campus community led the university to pause in-person instruction from Sept. 10 to 25. But thanks to the adaptability and creativity of units around UW–Madison and the School of Education, this abrupt change didn't mean an end to high-quality learning opportunities for students.

As one example, students taking Art 334 (Woodworking) and Art 534 (Advanced Woodworking) through the School of Education's Art Department were able to make the most of this one-of-a-kind fall semester.

The Art Department's Wood program utilized funding from the School of Education to secure materials for a kit that each woodworking student could take home. These kits, which fit into a bucket, contained basic hand tools, clamps, a drill and drill bit, small saws, a carving knife, wood, and more.

When the university announced it was pausing in-person instruction in early September, Associate Professor **Katie Hudnall**, who leads the Wood program, took quick action. Hudnall, along with graduate student and teaching assistant **Emma Senft**, scrambled to quickly assemble the take-home kits over the weekend. Hudnall then orchestrated the safe distribution of these kits to students. **Thomas Lees**, the Introduction to Wood course's lead instructor, was in quarantine himself when the university announced it was pausing in-person instruction. But he was able to work from home to help transition the course to online work for the next two weeks.

Even after the university's pause on in-person instruction was lifted in late September, the woodworking classes transitioned to a hybrid modality (with weekly online meetings as a group, mixed in with some in-person work) because the take-home kits were such a success.

"It's been encouraging to see that, despite all the complications and changes of modality, the students in these wood classes have been doing an excellent job staying on task and creating wonderfully detailed and creative objects," says Lees, a woodworking lecturer with the Art Department. "I know that many teachers and students alike have been struggling with the multitude of challenges the pandemic presents to educating — I am at times among them. But these kits and the students wielding them remind me of why I enjoy teaching and woodworking so much."



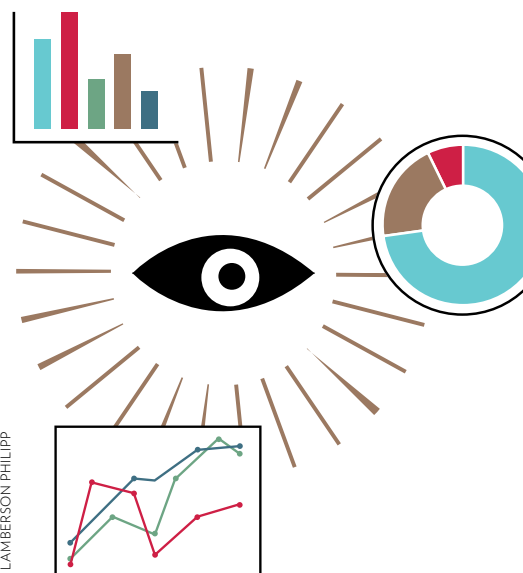
New master's program in Learning Analytics

A new online master's degree program in Educational Psychology, Learning Analytics option, is being offered through the School of Education's highly regarded Department of Educational Psychology.

The program is designed to help graduates improve teaching, learning, and educational policy by harnessing the power of big data to tackle a broad range of challenges.

"Fundamentally, we're not just creating number-crunchers. We're teaching educators how to use powerful new tools to make a meaningful difference in students' lives," says **David Williamson Shaffer**, Vilas Distinguished Achievement Professor in the Department of Educational Psychology and the faculty director of the new program.

The program is 100 percent online and follows a cohort-based model. Cohorts begin in summer and cover 30 credits, allowing students to complete the entire master's program in just 24 months.



DANIELLE LAMBERSON PHILIPP

Study groups examine why inequity persists even in good schools

John Diamond and Amanda Lewis' book, "Despite the Best Intentions: How Racial Inequality Thrives in Good Schools," focuses on persisting inequities in one suburban school district. Now, through a series of online study groups, the book has become a tool for constructive change for dozens of school districts and hundreds of educators from throughout Wisconsin.

A sociologist of race and education, Diamond is the Kellner Family Distinguished Chair in Education with the School of Education's Department of Educational Leadership and Policy Analysis. Lewis is a professor at the University of Illinois at Chicago, and director of the Institute for Research on Race and Public Policy.

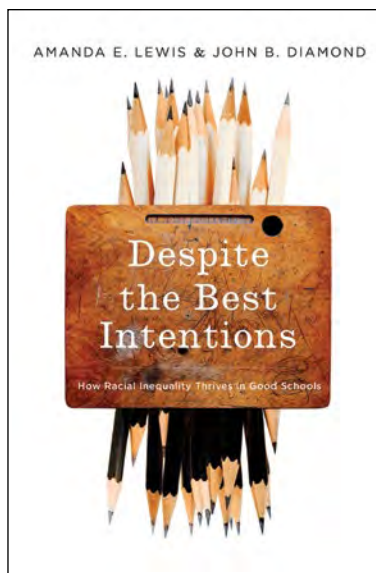
Diamond was inspired to do the research that underlies "Despite the Best Intentions" when he was approached by an administrator from a suburban district in the Midwest who wanted to understand why different outcomes by race were so prevalent in his school.

"The challenge was that while the school had a lot of resources and was racially diverse," Diamond said, "there were still big gaps in the classes students were taking, the grades they were receiving, the test scores they were getting, and the colleges they were going to."

So Diamond set out with Lewis to find out what was going on. "Despite the Best Intentions" includes the results of over five years of interviews and data-gathering in the school, offering a "rich and disturbing portrait" of why racial inequities persist even in the best of circumstances.

"Despite the Best Intentions" attracted the attention of educators in Sun Prairie, Wisconsin, who then contacted colleagues at the Wisconsin Public Education Network, who worked with them to organize the book study group discussions this past summer. About 270 people from over 30 urban, suburban, and rural school districts in Wisconsin participated.

The goal for the sessions was to disrupt people's way of thinking; to make



them aware of their biases and how they reflect in the way they treat students, how they discipline them, and what they expect of them; and to encourage them to commit to changing their practices.

Tasha O'Malley, a Sun Prairie teacher who helped develop the questions used by 29, small-group facilitators — also educators — to guide the discussions, said that they focused

around helping participants "dig deep into their own racial consciousness and teaching practices."

"What winds up happening is most white teachers have never thought about what it means to be white," Diamond said. "Therefore, they are going about their business assuming that their belief systems, and ideas, and ways of working are normal and just the way things are, when in fact they are very much tied to their own racial identity."

A majority of the study group participants were white, as are over 80 percent of educators in Wisconsin and nationally. Given those numbers, Diamond noted that "it is incumbent on (white educators) to have these conversations."

Diamond and Lewis are working on a second edition of "Despite the Best Intentions," which will be published in 2021.

Said Maggie Gugel, another Sun Prairie teacher who helped organize the study groups, about how participating in the discussions has influenced her work: "Equity is now my first thought when designing and implementing learning experiences."

She said she hopes the book study experience will be a "spark for real change throughout the state."



John Diamond



Priyanka Agarwal, assistant professor, Department of Curriculum and Instruction



Jina Chun, assistant professor, Department of Rehabilitation Psychology and Special Education



Kevin Lawrence Henry, Jr., assistant professor, Department of Educational Leadership and Policy Analysis



Katie Hudnall, assistant professor, Art Department



Baron Kelly, professor, Department of Theatre and Drama



Yoon Jeon Kim, assistant professor, Department of Curriculum and Instruction



Hailey Love, assistant professor, Department of Rehabilitation Psychology and Special Education



Carlyn Mueller, assistant professor, Department of Rehabilitation Psychology and Special Education



Neil Mills, assistant professor, Department of Theatre and Drama



James Pustejovsky, associate professor, Department of Educational Psychology



Megan Reilly, assistant professor, Department of Theatre and Drama



Anjalé Welton, professor, Department of Educational Leadership and Policy Analysis



Ashley White, assistant professor, Department of Rehabilitation Psychology and Special Education

School of Education welcomes 16 new faculty members

The UW–Madison School of Education is welcoming 16 new faculty members to campus during the 2020-21 academic year, which is one of the largest cohorts to sign on with the School since its founding in 1930.

“What makes our School so unique and outstanding is the depth and breadth of talented faculty members across our 10 departments,” says Dean Diana Hess, who holds the Karen A. Falk Distinguished Chair of Education. “And once again, we’re excited to welcome another group of exceptional scholars who will be working in fields as varied as the arts, health, and education. They will bring a diverse set of viewpoints and experiences to our School as we build upon our excellence.”

Here are the School’s 16 new faculty members:



David Klingbeil, assistant professor, Department of Educational Psychology



Emily Machado, assistant professor, Department of Curriculum and Instruction



Peter McDonald, assistant professor, Department of Curriculum and Instruction

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. For the latest examples, visit: education.wisc.edu/category/in-the-news

“Whatever may be missing in your life, you may be able to find in comics.”



ComicsBeat.com: Barry wins Reuben Award for Cartoonist of the Year

UW–Madison’s **Lynda Barry** in September received the Reuben Award for Outstanding Cartoonist of the Year, which is chosen by a secret ballot of the members of the National Cartoonists Society.

This recognition is considered by many to be the cartooning profession’s highest honor.

The award was presented to Barry online on Sept. 12 at the finale of NCS-FEST 2020, the virtual cartooning festival hosted by the National Cartoonists Society (NCS) and the NCS Foundation.

As ComicsBeat.com reports: “Applause tracks and background music aside, the 2019 Reuben Awards ceremony was a mostly subdued affair as winners were announced in between panels at the 2020 virtual NCSFest. ... Lynda Barry took home honors as Cartoonist of the Year in an all-star pool that included Raina Telgemeier (Guts),

Terri Libenson (Becoming Brianna), Mark Tatulli (Big Break) and Hilary B. Price (Rhymes With Orange). In her pre-recorded acceptance speech, Barry paid tribute to the artists and students whose works have opened up worlds to readers.”

“Whatever may be missing in your life, you may be able to find in comics,” Barry said in her acceptance speech.

ComicsBeat.com adds: “Barry has been nominated numerous times before, so her win was much awaited and long deserved.”

Barry is an award-winning graphic novelist, cartoonist, and educator who is an associate professor of interdisciplinary creativity and holds the Chazen Family Distinguished Chair in the School of Education’s Art Department. In September 2019, she received a prestigious MacArthur Fellowship, which is often referred to as a “genius grant.”

School's new Teacher Pledge program garners substantial media coverage

Media outlets around the Madison area, across the state of Wisconsin, and even in different parts of the country reported on the UW–Madison School of Education's bold new Teacher Pledge program.

The Teacher Pledge is part the School of Education's Impact 2030 initiative that was announced on Aug. 18. The program “pledges” to provide financial support — including up to in-state tuition, fees, and testing certification costs — for students enrolled in one 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 district or in a high-need subject area will fulfill their obligation in three years, while all others will do so in four.

The Teacher Pledge program is supported entirely via \$18 million in donor funds.

Following are examples of the media outlets reporting on the Teacher Pledge program, with headlines that appeared with the articles:

Wisconsin State Journal (Madison): UW–Madison unveils loan forgiveness program to keep teachers in Wisconsin. (Note: this State Journal story was shared with a chain of Wisconsin newspapers that includes papers in Baraboo, Beaver Dam, Columbus, Juneau, Portage, Racine, Reedsburg, Sauk Prairie, and Wisconsin Dells.)

The Capital Times (Madison): New UW program aims to diversify, attract teachers in Wisconsin schools

WISC-TV/Ch. 3 (Madison): UW–Madison School of Education launches multi-million dollar program to address teacher shortage

WISC-TV/Ch. 3 (Madison): Neil Heinen's editorial — A Pledge to Promote Teaching

WSAW-TV/Ch. 7 (Wausau, Wisconsin): UW–Madison unveils \$18M forgivable loan program for education students

WMTV-TV/Ch. 15 (Madison): UW–Madison invests in future educators with new Teacher Pledge program

KAKE-TV/Ch. 10 (Wichita, Kansas): UW–Madison unveils loan forgiveness program to keep teachers in Wisconsin

WisBusiness: UW–Madison School of Education unveils bold new program to invest in Wisconsin's future teachers

KESQ-TV/Ch. 3 (St. Joseph, Missouri): UW–Madison unveils loan forgiveness program to keep teachers in Wisconsin

WORT/89.9-FM (Madison): Dean Diana Hess appears on the “8 O'clock Buzz” with host Brian Standing to talk about the Teacher Pledge

UMOJA magazine (Madison): UW–Madison School of Education unveils bold new program to invest in Wisconsin's future teachers

WISC-TV/Ch. 3 highlights virtual PE videos from Kuhrasch

With many schools remaining virtual this fall, there is a need for more physical education at home. Madison's local CBS affiliate, WISC-TV/Ch. 3, highlighted one valuable resource for parents who are looking for ways to keep their children active, developed by **Cindy Kuhrasch**.

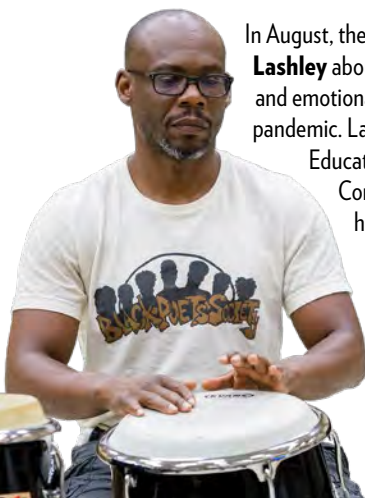
Kuhrasch is the head of the Physical Education Teacher Education program in the School of Education's Department of Kinesiology.

Kuhrasch is posting videos on social media showing physical activities that are safe for kids, the article explains. Not only that, but the activities are designed to help children develop their social and emotional skills.

“We're using movement as a means to educate,” Kuhrasch tells WISC. “We can use movement as a medium to teach a lot of really good things, including social and emotional skills which are very much needed right now.”

All of the activities are designed to be easy to do at home, with one or maybe two people, and using little to no equipment. “Movement is easy with a little imagination,” Kuhrasch tells WISC.

IN OTHER REPORTS



In August, the Wisconsin State Journal interviewed **Yorel Lashley** about the importance of supporting the social and emotional learning needs of students during the pandemic. Lashley, the director of arts in the School of Education's office of Professional Learning and Community Engagement (PLACE), notes how his work on how social emotional learning happens and how teachers and schools can build opportunities for students to practice these skills is more important than ever during these challenging times.



CNBC in August spoke with **Madeline Hafner** for a report looking at how the coronavirus might worsen existing racial and economic inequalities in school systems. Hafner directs the Minority Student Achievement Network, which is housed in the School of Education's Wisconsin Center for Education Research. Hafner notes how the past several months have “really brought to light these racial disparities that have persisted for generations.”

The Atlantic interviews Rudolph about inquiry-driven science learning

The Atlantic interviewed **John Rudolph** for an article in September examining an innovative approach to K-12 science learning that started in a Michigan elementary school. The report is headlined: “Children Are Born Scientists. What If School Encouraged That?”

Rudolph is an expert on the history of science education in American high schools and is a professor with the Department of Curriculum and Instruction.

Inquiry-driven science classrooms (such as the one highlighted in the report) are rare in elementary grades, Rudolph tells The Atlantic. He explains that most schools focus on factual content, for instance, memorizing the parts of the eye, and drawing diagrams and writing reports to supplement learning.

It’s less common, Rudolph explains, for students to get the chance to engage in intellectual dialogue around questions such as “Why do humans have eyes?” or “How are the eyes of various animals different and why?”

Rudolph says that the latter approach requires more “teacher training, funding, and complex assessments,” but he believes “the payoff is worth it.”



Wright speaks with New York Times about how school can help children cope with disaster

The New York Times utilized the expertise of **Travis Wright** for a Sept. 30 article headlined, “At-Home Learning, When Home Is in Ashes: How families in one Oregon community are coping with the aftermath of a massive wildfire.”

Wright is an associate professor in the School of Education’s Department of Counseling Psychology and is a nationally recognized expert on resilience and emotionally responsive teaching, especially for children developing in the midst of adversity.

Wright explains to the New York Times that schools can step in and provide support when parents are traumatized, and that familiar adults at school can help provide a “buffering effect” against trauma.

“Being able to stay connected to their teachers and each other in the midst of this crisis will actually be really positive for them,” Wright said of students in the Phoenix-Talent School District in Oregon, where an estimated 40 percent of students lost their homes in a wildfire, including 80 percent of students at one elementary school.

Wright adds that the structure of school can help children “make sense of a world that feels random and frightening.” He notes that for a young child, a wildfire “seems like it comes out of nowhere.”

A wildfire not only disrupts their sense of cause and effect, he says, but interferes with their ability to comprehend other patterns in everyday life, from relationships to math. He adds that teachers can help young children find a sense of control by gently enforcing routines and rules.

“That not only helps them get back on track with their learning, but it also helps them feel safer and more regulated,” Wright tells the Times.

IN OTHER REPORTS



Diverse Issues in Higher Education interviewed **Jerlando Jackson** for a report examining the causes of the protests in Kenosha, Wisconsin, following the shooting of a Black man, Jacob Blake, by a police officer on Aug. 23. Jackson is a Vilas Distinguished Professor and chair of the Department of Educational Leadership and Policy Analysis. Jackson said the protests in Kenosha are “more than a continuation of the national anti-racism protests.” He notes that “it’s a cry to be seen after years of neglect.”



National Public Radio’s “All Things Considered” program sought out the expertise of **Julie Mead** for a report on how parents of special education students are advocating for their children who have lost access to essential programming and services due to schools going remote during the COVID-19 pandemic. Mead is the School’s associate dean for education and is a professor with the Department of Educational Leadership and Policy Analysis who researches and writes about topics related to the legal aspects of education.

Ladson-Billings, McKinney de Royston discuss how Black Lives Matter is changing education with WORT-FM

Two professors from the School of Education discussed in July how the Black Lives Matter movement is reshaping education with WORT-FM's "A Public Affair" program.

The segment was titled, "How Black Lives Matter is Changing Education."

Gloria Ladson-Billings, a professor emerita, and **Maxine McKinney de Royston**, an assistant professor with the Department of Curriculum and Instruction, were interviewed for the program by host Ali Muldrow.

Over the course of the conversation, they took up a variety of topics, including: neoliberal austerity in education; the role of white parents and educators; discipline in schools; the problem with the so-called "achievement gap"; professional opportunities and barriers for Black educators; the carceral logic of schools and why removing school resource officers isn't enough; and how to get adults to stop punishing, and start teaching, Black kids.

While both Ladson-Billings and McKinney de Royston recognized increased local activity and consciousness about racism in the Madison community, they expressed doubts that it will lead to structural change.

McKinney de Royston asked white parents in Madison: "What are they willing to give

up and what are they are willing to do given their newfound consciousness. ... What are (they) now willing to do that they weren't willing to do before?"



Ladson-Billings



McKinney de Royston

Welton shares thoughts with Education Week about building anti-racist schools

Education Week interviewed **Anjalé Welton** for an article posted on Sept. 23 headlined, "Principals Need Help Building Anti-Racist Schools."

Welton is a professor with the Department of Educational Leadership and Policy Analysis.

One problem, the article notes, is that university-based preparation programs often do not prioritize anti-racist school leadership in their curriculum. Whether those courses are even taught, according to Welton, is dependent on whether university faculty see them as worthy of including in the syllabus.

"What's so frustrating is that racial-equity work is deemed as something that is ad hoc, something I tackle after I have all the other school-improvement-related needs," Welton says, speaking of how some school leaders approach the job. "This should be the centerpiece of what you do. This should be what it is about. It should be the driver of what you do."

Welton adds how doing this important work requires more than "just reading a few books."

"It's about everyone being committed and brought into doing the headwork, really doing the important reflective work about their own identity, their attitudes that they bring to the table," Welton tells Education Week. "But also not just doing that work but constantly reflecting on how systems, structures, norms continue to reproduce racism within schools — who are they serving, who are they not serving — and continuously doing that work and not letting it just be a single moment."



Luis Columna in September appeared on Wisconsin Public Radio's "The Larry Meiller Show" to talk about the Fit Families program for children with autism spectrum disorder and their families. Columna, who directs Fit Families, is an associate professor with the Department of Kinesiology. He explains that when children engage in physical activity through Fit Families, not only do they become more active but their communication skills are enhanced, as the program integrates activities to improve both communication and sensory skills.



In July, **Craig Albers** shared his thoughts on the stress parents of schoolchildren in rural areas are experiencing due to the COVID-19 pandemic in a news report for WSAW-TV in Wausau. Albers is an associate professor with the Department of Educational Psychology and co-director of the Rural Education Research and Implementation Center (RE RIC).

“What is most exciting about this project is that it takes my previous work on distributed scaffolding to new levels in which we will develop paradigms for students, teachers, and AI agents, each bringing different strengths to work together and complement each other.”

Puntambekar contributing to \$20 million, NSF-funded artificial intelligence initiative

By Lynn Armitage, Wisconsin Center for Education Research

UW–Madison’s Sadhana Puntambekar will collaborate with researchers across the nation on establishing one of five artificial intelligence (AI) institutes and education hubs.

A \$100 million initiative of the National Science Foundation (NSF), the centers are the single most significant federal investment to date in exploring how AI can benefit the United States’ quality of life, economy, and international competitiveness. With an investment of \$20 million over five years in each AI institute, the NSF has formed collaborations among researchers from some 30 universities across the country.

Puntambekar, the sole representative from UW–Madison, will collaborate with peers from nine universities on the project known as the NSF AI Institute for Student-AI Teaming, spearheaded by the University of Colorado, Boulder. This institute will examine how AI can contribute to the future of education and workforce development.

“What is most exciting about this project is that it takes my previous work on distributed scaffolding to new levels in which we will develop paradigms for students, teachers, and AI agents, each bringing different strengths to work together and complement each other,” says Puntambekar, a Sears-Bascom professor with the School of Education’s Department of Educational

Psychology and director of the Interactive Design and Learning Lab within the Wisconsin Center for Education Research.

She adds that the institute’s vision is to create a classroom in which teachers, students, and AI work synergistically for effective teaching and learning.

“AI models will help identify learning and collaboration patterns that would be nearly impossible for teachers to identify on their own, let alone in real time,” says Puntambekar. “For instance, using content and semantic analysis, AI could recognize two groups that are developing complementary arguments and suggest they share their work to develop more complete reasoning.”

She adds that AI can also help alert teachers about when, where, and why it may be productive for them to engage with students.

In addition to collaborating with the University of Colorado, Boulder, Puntambekar will work closely on this AI initiative with education partners from seven other universities: Colorado State University; the University of California, Santa Cruz; the University of California, Berkeley; Brandeis University; Worcester Polytechnic University; the Georgia Institute of Technology; and the University of Illinois at Urbana-Champaign.

This fall semester has been exceptionally rewarding for Puntambekar, with the researcher also receiving two other NSF grants exceeding a million dollars each to help advance science, technology, engineering and mathematics (STEM) learning in middle school.

“It’s quite unbelievable to land three grants, one after the other,” says Puntambekar. “All the projects that were funded proposed innovative uses of technology to support and understand students’ learning. And they all build on my prior work on federally funded projects.”



\$1.4M grant to bolster support for rural special educators

Many rural areas in Wisconsin face a shortage of qualified special education teachers — a trend that shows little sign of decreasing. This often requires school districts to fill gaps by hiring individuals who are not fully licensed.

During the 2015-16 school year, more than half of rural school districts hired at least one “emergency” certified special education teacher.

Employing emergency certified educators has been shown to compromise student outcomes, and also leads to high teacher attrition. While emergency certified teachers are required to pursue full licensure as a provision of their employment, fewer than one-third of these individuals ultimately complete the requirements to become fully certified.

Now, several UW–Madison faculty members have undertaken a study to improve these outcomes. The project’s investigators, all from the School of Education’s Department of Rehabilitation Psychology and Special Education (RPSE), have been awarded a \$1.4 million research grant to develop meaningful professional development specifically for rural special education teachers who are emergency certified. The project is titled Addressing Emergency Certification in Rural Education Settings (Project



“The pandemic underscored the ways in which supports like virtual coaching and online communities of practice might also be beneficial to educators in any setting. We are eager to begin this research and share what we learn.” — Kimber Wilkerson

ACRES), and it is being funded by the U.S. Department of Education’s Institute of Education Sciences (IES).

The study investigators are: **Kimber Wilkerson**, a professor in RPSE, and the faculty director of the Teacher Education Center; **Melinda Leko**, a professor and department chair in RPSE; **Bonnie Doren**, an associate professor in RPSE; and **Andrea Ruppap**, an associate professor in RPSE.

While effective professional development is often time-intensive and expensive, Project ACRES is a fully online intervention that will provide participants with greater flexibility and remove barriers associated with travel across long distances.

Though the UW–Madison researchers designed this study with rural educators in mind, COVID-19 has made the virtual nature of the supports being offered even more timely.

“The pandemic underscored the ways in which supports like virtual coaching and online communities of practice might also be beneficial to educators in any setting,” says Wilkerson, the principal investigator on the grant. “We are eager to begin this research and share what we learn.”

CONFERENCE HELPS EDUCATORS TEACH ABOUT ELECTORAL POLITICS

Politics can be divisive, confusing, and challenging to approach — especially in a classroom setting. Yet teaching about elections is one of the best opportunities to prepare young people for political engagement.

So on Sept. 26 — as the contentious 2020 Presidential Election hit the homestretch — the UW–Madison School of Education hosted the “Teaching About the 2020 Elections”

conference. The virtual event was designed to help educators teach about electoral politics in a way that was engaging, respectful to all points of view, and supported by the best and most current information.

The conference was run out of the School of Education’s office of Professional Learning and Community Education, and was organized by Department of Curriculum and Instruction faculty members

Jeremy Stoddard, **Li-Ching Ho**, and **Simone Schweber**.

After a keynote from Renee Hobbs (University of Rhode Island) on teaching about propaganda, conference-goers then chose from 14 different presentations in three concurrent sessions. These options included a session on the challenges of holding an election in a pandemic to one on teaching with election-related simulations.



In all, 232 people registered for the conference, including K-12 educators and administrators, preservice teachers, graduate students, and social studies professors.

Real Talk for Real Change symposia aim to inspire action on racial injustice

The UW–Madison School of Education’s Office of Equity, Diversity, and Inclusion (OEDI) teamed up with its Office of Professional Learning and Community Education (PLACE) this fall to produce a series of symposia focused on critical issues of racial justice.

The goal of the virtual series, titled Real Talk for Real Change, aligns with the vision statement for PLACE, which aims to provide transformational learning experiences, said Lisa Barker, the education director for PLACE and one of four program coordinators for the series. In addition, the symposia strive to create a platform that “lifts up the work and scholarship and voices, especially of faculty of color,” she said.

Barker said the planning team has been strategic about making space for new faculty members, in particular. “We really want to amplify their scholarship in this space,” she said, “and it’s been an excellent opportunity to get to know some really important thinkers that UW–Madison has brought on this year.”

The series began in September with a symposium focused on anti-racist school leadership. It then pivoted toward health equity for the second event, focusing on how existing inequities have been exacerbated by the COVID-19 pandemic. The third symposium focused on inequities in school policies, policing, and discipline practices. And the fourth symposium focused on understanding how the art of hip hop can advance a path toward equity.

Yorel Lashley, the director of arts for PLACE who is also on the planning team, said he has “been encouraged by the creativity that scholars and researchers — and particularly those of color — are bringing to some of these problems.”

Barker noted as well the unique position of the School of Education to host these discussions. “As a School of Education with programs across the arts, education, and health, we can speak to issues from many different angles, which is important when discussing equity and racial justice,” she said.

LaVar Charleston, the School of Education’s associate dean for equity, diversity, and inclusion, said the series is poised to be an effective bridge between the School and the community.

Charleston added that he hopes that participants leave the symposia with tools that promote action and accountability, as well as a “commitment to eliminating equity gaps that have been so det-



The Real Talk for Real Change symposia is coordinated by the School of Education’s (clockwise from top left) Lisa Barker, LaVar Charleston, Richard Halverson, and Yorel Lashley.

rimental to the success of certain segments of our communities — namely communities of color.”

The Real Talk for Real Change symposia series is open to the public, and the partnership between OEDI and PLACE was made possible by the generosity of the Wisconsin Center for Education Products and Services (WCEPS), and the School of Education’s Impact 2030 initiative.

All of the recordings from this fall’s symposia are available at place.education.wisc.edu, and there are plans to continue the series in the spring.

Barker urged alumni to reach out if they want to get involved or have an issue they want to explore. “This is a space where folks can make an impact,” she said.

Virtual tutoring program connects MMSD students with future teachers

When UW–Madison student **Cecilia Goodale** signed up to work as a virtual tutor this past summer to help local children in math and literacy, she admits she wasn't sure what to expect.

But after working with three boys and their families, the senior, who is pursuing her teaching certification in elementary education and special education, says the experience was invaluable.

"I've done practicum work in schools but I told my classmates that this experience was special," says Goodale. "I really got to know the individual students and their families in a way that you don't typically get in a classroom setting. It was an outstanding experience."

When the coronavirus moved nearly all teaching and learning opportunities online in the spring of 2020, the Madison Metropolitan School District (MMSD) and School of Education utilized existing partnerships to quickly create plans for a virtual Summer Tutoring Collaborative. The efforts were made possible via Forward Madison, a partnership launched in 2015 that formally strengthened the longtime relationship between the School of Education and MMSD.

The Summer Tutoring Collaborative was designed to address the potential summer slide of MMSD students who experienced significant barriers to successful virtual learning during spring 2020. Staff with both MMSD and the School of Education developed the program in just weeks, and it used School of Education elementary education, special education, and graduate students with K-12 teaching experience as virtual tutors. The tutors worked with students enrolled in summer school in fifth, sixth, and eighth grades.

Goodale and the other tutors from UW–Madison received training to familiarize themselves with district

technology, virtual summer school content and structure, virtual student and family engagement tips, and information about youth safety. The tutors then worked with MMSD students who were enrolled in summer school from June 22 to Aug. 7.

In all, 39 UW–Madison students worked as paid tutors, with 46 percent being tutors of color. They helped about 70 MMSD students. Goodale, who grew up in Uruguay and whose first language is Spanish, worked with three bilingual boys over the summer who were in fifth grade and moving on to sixth grade. She tutored two in math and one in English reading and writing. The Tutoring Collaborative continued to support students at four MMSD middle schools during the fall semester, and these efforts are currently being evaluated by researchers.

"I am proud that the structure of the Forward Madison partnership allowed both MMSD and the School of Education to react quickly to the pandemic, allowing for a tutoring program that is a win-win for K-12 and School of Education students," says

Jen Schoepke, who directs Forward Madison and holds a dual appointment with MMSD and the School of Education.



UW–Madison's Cecilia Goodale worked as a tutor this past summer with three students.

THE DISCUSSION PROJECT

Learn to Discuss • Discuss to Learn

DISCUSSION PROJECT GOES VIRTUAL

With COVID-19 restrictions limiting the number of people who can gather in person on the UW–Madison campus, The Discussion Project is continuing to offer trainings by remaking itself as a virtual program.

The Discussion Project Virtual launched over the summer, and is continuing online though at least the spring 2021 semester. This online training supports instructors across campus in creating the conditions for equitable, inclusive, and engaging classroom discussions, which currently take place online.

The training consists of five, two-hour synchronous sessions in Zoom, which are each accompanied by an hour of asynchronous work. For completing all sessions, modules, and program evaluation surveys, participants receive \$250. All participants also have access to free instructional consultation during or after the training.

The Discussion Project is funded by the Andrew W. Mellon Foundation and operates within the Wisconsin Center for Education Research. School of Education Dean Diana Hess is the project's principal investigator.

SARAH MAUGHAN/SCHOOL OF EDUCATION

'This experience will open doors and their mind'

Alum Posny providing scholarships for students to spend a summer in Washington, D.C., working in policy and networking

When Alexa Posny started elementary school, her childhood friend did not. It was that experience of leaving her friend behind that led Posny to pursue a master's degree in special education at UW–Madison.

Until the 1970s, people with developmental disabilities, like Posny's friend, were not allowed in school.

"I think about all the people who never had a chance to thrive," says Posny.

During her career as a special education teacher, Posny returned to UW–Madison to earn her PhD in educational leadership and policy analysis.

After receiving her PhD, Posny worked for the U.S. Department of Education in Washington, D.C. It was an eye-opening experience.

"I got to understand how laws work and who are the people behind the laws," she says. "We would spend hours discussing a particular word, and how that word would affect the schools, teachers, and students."

Because of her experience, Posny recently created a scholarship for students who are studying to become administrators. Two students each year spend a summer in Washington, D.C., working in policy and networking.

"People interested in administration, especially special education administration, should be exposed to that early on," Posny says. People working in education are not trying to make educators' work more difficult, but sometimes it's hard to see that, she adds.

"This experience will open doors and



their mind," Posny says. "They will have such a wider understanding. The laws are more flexible than many people think."

Although the summer internships were virtual this past summer, the students were excited for the opportunity to participate.

"As a former special education teacher and now graduate student, I am really thrilled with the opportunity to have a seat at the table within the policy realm," says Kate Roberts, who will complete her PhD in special education and educational leadership and policy analysis in 2022.

"This award will allow me to gain practical experience in my field, which will undoubtedly be instrumental in developing my career as a scholar-practitioner of international education," says

Diana Famakinwa, who also received a summer award and earned her PhD this fall from the Department of Educational Policy Studies.

As part of the School of Education's Impact 2030 initiative, Posny's gift to the School was matched by another generous donor, allowing her to have an even greater impact. Posny says it was important for her to provide support to UW–Madison students, much in the same way that the School of Education helped her grow as an educator.

"The department was so helpful to me," Posny recalls. "Professors went out of their way to be sure everyone was successful."

And now Posny is doing the same for the next generation of educational policymakers.



"This award will allow me to gain practical experience in my field, which will undoubtedly be instrumental in developing my career as a scholar-practitioner of international education."

— Diana Famakinwa



"As a former special education teacher and now graduate student, I am really thrilled with the opportunity to have a seat at the table within the policy realm."

— Kate Roberts



Stephanie Graham (left) and Pa Her monitor a graduate student who is helping a client.

Counseling Psychology Training Clinic pivots to offering services remotely

When UW–Madison shut down nearly all in-person operations due to the growing threat of the coronavirus in March 2020, Stephanie Graham, the director of the Counseling Psychology Training Clinic (CPTC), was faced with a dilemma: How could the clinic continue to provide mental health services for its clients, when all of its counselors are graduate students who require supervision?

Graham, for example, did not feel comfortable with beginning student clinicians delivering unsupervised therapy from their homes. “There is some risk involved in that model,” she said. “If the client was suicidal, for example, it would be hard for me to intervene immediately.”

Yet despite the initial challenges brought on by the pandemic, the CPTC has been able to successfully pivot to serving its clients remotely.

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. Aligning with the department’s values and mission, Graham said the clinic’s foci are on training “socially just” mental health practitioners and offering high-quality, cost-efficient, and multiculturally competent psychological and mental health services to UW–Madison students and Dane County residents.

Typically, the clinic serves 150 to 175 clients each year. About 75 percent of these are UW–Madison students, many of whom are referred by the university’s Division of Diversity, Equity, and Educational Achievement (DDEEA). The clinic has a longstanding partnership with the DDEEA to increase access to psychological services for underserved students. Services are intended to offer students culturally competent mental health support that enhances their academic engagement and performance.

Other clients are community members who need affordable, accessible mental health services.

“We offer sliding-scale (services to the community),” Graham said. “We do not want cost to be a barrier, so we often will work with a client on a reasonable fee and do offer free services, depending on the client’s financial need.”

When most campus facilities were closed in the spring of 2020 due to the pandemic, the clinic worked hard to maintain regular communication with its clients and student clinicians, and only Graham, a few senior staff members, and advanced doctoral students held remote counseling sessions with clients, while working from home.

With most of campus reopening at the start of the fall semester, graduate student clinicians are now meeting with clients virtually while working in the clinic space.

“So now we just have one level of remote — the client and the counselor,” Graham said, which provides a better training experience for the graduate students. While the counseling sessions are happening, Graham or Pa Her, CPTC’s assistant director, are in the clinic to observe the students’ work and provide feedback and support when needed.

Graham said the new way of operating is going smoothly so far. The clinic has not seen a decrease in clients requesting services, and Graham said she feels good about the clinical training experience for the graduate students.

Her, who before becoming assistant director had worked and completed her clinical training requirements at the clinic as a graduate student, agreed. “I don’t think telehealth is going to go away after there’s a vaccine for COVID, it’s here to stay,” she said. “So . . . from that perspective, (our student counselors) are learning the skill set right now to be prepared for the world to come.”

1950s

Doris Eberlein

BS 1951 — Education and Social Group Work

At 92, Doris reports that she is “still keeping busy, but no more community involvement.”

Dorothy Hassemer Rebholz

BS 1959 — Physical Education

Dorothy reports that the education she received at the University of Wisconsin majoring in physical education has shaped her whole life. She notes that this is also evident in the lives of her grandchildren who enjoy watching sports and participating in athletic activities.

1960s

Sylvia Solochek Walters

BS 1960 — Art, MS 1961 — Art, MFA 1962 — Art

In late September 2020, seven of Sylvia's woodcuts — created from 1973 to 2019 — were accepted into the permanent collection of the de Saisset Museum at Santa Clara University.

Sabra Segal

MA 1968 — Printmaking, painting and collage, MFA 1969 — Printmaking, painting and collage

Sabra's poem card business continues. She has been selling cards across the country and internationally since 1975.

1970s

Jim Gardner

BS 1973 — Art

In July of 2020, Jim released his second book titled, “You Have the Talent, so Where is the Money?” This book is a blueprint for artists and creative students in any form of self-expression to earn money with their talents while balancing their mental, physical, emotional, and spiritual needs in the process.

Paul Novak

PhD 1973 — Educational Policy Studies

Paul hosted a music show on WORT-FM (“Back Porch Radio”) when the station began

in December 1975. Now, 45 years later, Paul continues to host a music show, albeit a different one: “On the Horizon.”

Susan Fish

BS 1972 — Elementary Education, MS 1974 — Curriculum and Instruction

Susan is in year four of a four-year Gates Early Math Learning Grant, K-1, focused on dismantling structural racism in order to close the opportunity gap.

Barry Heyman

PhD 1974 — Educational Policy Studies

Barry continues to work as a part-time reemployed annuitant for the U.S. Department of State's Bureau of Diplomatic Security. He reviews emergency plans from U.S. embassies and consulates in Europe, and teaches classes in emergency planning to State Department officials. Barry will shortly be transitioning to a new part-time position with Diplomatic Security's Overseas Security Advisory Council (OSAC).

Nelson Neal

MA 1974 — Dance/Dance Applied and Technical

In August 2020, Nelson published “Hemsley Winfield, Modern Dance Pioneer: A Biography.” Winfield was the first African American modern dancer and a contemporary of the pioneers of modern dance.

Robert Buchanan

BS 1975 — Elementary Education

Robert co-founded the Ethos of Rugby Foundation, a 501c3 nonprofit, this year. Its mission is to promote the sport of rugby and its ethos by strengthening education, leadership development, and health and wellness. In 2020, the Foundation has awarded \$5,688 in community grants, including \$500 for the Patricia Buchanan Memorial Scholarship Fund in the School of Education.

Thomas Cvikota

BS 1975 — Art

In 2019, Thomas co-curated a major exhibition at the Milwaukee Art Museum that documents five decades of an important Midwest fine art publisher, Landfall Press. “Landfall Press: Five Decades of Printmaking,” will travel the U.S. through 2025.

David Harris

PhD 1976 — Curriculum and Instruction

David is a retired University of Michigan education professor. Along with Professor Anne-Lise Halvorsen of Michigan State University and retired teacher Paul Dain, David has helped create a website (rdv2.org/) to support instruction with secondary and undergraduate U.S. history students using “Reasoning with Democratic Values 2.0: Ethical Issues in American History.”

Edward Shalala

MFA 1976 — Art/Abstract Painting

After graduating from UW–Madison, Edward moved to New York City to continue his work as an abstract painter. He has lived and worked in the



Flowers wins Eisner Award for Best Short Story

Ebony Flowers received the 2020 Eisner Award for Best Short Story for her first book, a graphic novel titled “Hot Comb.”

Flowers is a writer, cartoonist, and ethnographer who now lives in Denver after earning both her master's degree in 2012 and doctorate in 2017 from the School of Education's Department of Curriculum and Instruction.

Previews of “Hot Comb” explain how it “offers a poignant glimpse into Black women's lives and coming-of-age stories as seen across a crowded, ammonia-scented hair salon while ladies gossip and bond over the burn. The titular ‘Hot Comb’ is about a young girl's first perm — a doomed ploy to look cool and stop seeming ‘too white’ in the all-Black neighborhood her family has just moved into.”

Flowers began drawing comics while earning her PhD at UW–Madison and working closely with Lynda Barry. Barry also won two Eisner Awards this summer — Best Comics-Related Book and Best Publication Design — for her book, “Making Comics.” Barry is an award-winning graphic novelist, cartoonist, and educator who is an associate professor of interdisciplinary creativity and holds the Chazen Family Distinguished Chair in the School of Education's Art Department.

same rent stabilized artist loft for 44 years. His work is in The Museum of Modern Art, and the Whitney Museum of Art, to name a few.

Kathryn Sanoden Pearson
MS 1977 — Department of Counseling and Guidance
 Kathryn's debut novel, "Trailer Baby," was released Nov. 3, 2020 by BHC Press.

Ellen Sorrin
MS 1977 — Education - Counseling and Guidance
 Ellen retired in November after 33 years with the New York City Ballet.

Linda McIsaac
PhD 1979 — Administration
 Linda launched a book in 2020 called "2Connect," a revolutionary way to find a soul mate or improve an existing relationship.

1980s

Steven Schneider
PhD 1980 — Education and Studies in Behavioral Disabilities
 After a full-time psychology practice and full-time university online teaching, Steven is working part time as an adjunct. Steven is still writing and taking on organizational positions. Currently he is co-chair of the Designing Educational Systems group of the International Society for System Sciences.

Terese Giobbia (Bentz)
BS 1981 — Art
 Terese was recently promoted to associate professor of art education in the School of Art and Design at West Virginia University. Terese also co-authored the 2020 book, "Fashion Fundamentals."

Dan Wright
BS 1981 — Elementary Education
 Dan was reelected to a second term on the Stockton (California) City Council on March 3, 2020. Wright, the Council's vice mayor, has served since January 2015.

Hilary Apfelstadt
PhD 1983 — Curriculum and Instruction, Music Education
 Hilary has been appointed as interim executive director of the American Choral Directors Association, which is the largest professional organization for choral conductors in the U.S.

Barbara Gruener
BSE 1984 — English and Spanish
 After serving for 34 years in the schools, since 2018 Barbara has been traveling the nation speaking, mentoring, and connecting through author visits. She recently finished writing "Mr. Quigley's Keys," her picture book set to release mid-year 2021.

Dennis McKinley
BS 1967 — Music Education, MS 1984 — Music Education
 Madison's Edgewood High School opened a new fine arts facility named in honor of Dennis McKinley — the McKinley Performing Arts Center. It recognizes McKinley's teaching career at Edgewood, where he began in 1967 and still works part time, volunteers, substitutes, and builds alumni relationships.

Liza Wiemer
BSE 1986 — Elementary Education
 Liza is conducting virtual workshops for sixth through 12th graders across the U.S. on "Speaking Up: Empowering students to be upstanders against injustice, hatred, and bigotry." The material is based on her recent young adult novel, "The Assignment."

M Cecil Smith
PhD 1988 — Educational Psychology
 Cecil was appointed as Dean of the School of Education at Southern Illinois University Carbondale in July 2020.

1990s

Lorin Bradbury
MS 1990 — Counselor Education
 Lorin has a new book pub-

Jenkins named superintendent of Madison Schools

Carlton Jenkins, an alumnus of UW-Madison's School of Education, was named superintendent of the Madison Metropolitan School District over the summer, a position he started on Aug. 4.

Jenkins earned both his master's (1993) and PhD (2009) from the Department of Educational Leadership and Policy Analysis.

Jenkins, who is Madison's first Black superintendent, served the previous five years as the Robbinsdale Area Schools superintendent in Minnesota. He also had worked as chief academic officer for the Atlanta Public School System and superintendent of Saginaw Public Schools in Michigan. In addition, he spent time as an associate principal and principal in Beloit, Wisconsin, and one year as an associate principal at Madison Memorial High School.

UW-Madison's Gloria Ladson-Billings, a professor emerita with the School of Education who served on Jenkins' dissertation committee when he received his doctorate in 2009, called him an "excellent choice."

"I hope that people will look at his qualifications and not his skin color as the thing to be proud about at this point," Ladson-Billings tells The Capital Times newspaper. "Certainly, the African American community is happy that Madison has looked beyond its traditional candidates, but that can't be the end-all, be-all of this."



lished by WestBow Press titled "Treasures from an Old Book: Ancient Wisdom for a Modern World." Lorin is both a pastor and a psychologist.

Carl Coffman
BS 1980 — Elementary Education, MS 1990 — Educational Administration
 After serving 40 years as an educator in Wisconsin (10 as an elementary teacher and 30 as an elementary principal), Carl has retired. He thanks the UW-Madison faculty for providing him with an excellent foundation for these years of service.

Matthew Rose
BSE 1990 — Secondary Math Education
 After 17 years of teaching high school math in three different districts, and serving for five years as a middle school counselor, Matt is now in his ninth year as an associate principal. He currently works at Whitefish Bay (Wisconsin) Middle School.

Paul Pickhardt
BS 1991 — Education/Natural Science
 Paul was promoted to professor of biology at Lakeland University. He serves as a mentor within Lakeland's summer undergrad-

uate research program, and he spearheads the tropical ecology program that brings Lakeland students into the rainforests of Belize to conduct research.

Benjamin Senson (Anderson)
BSE 1991 — Secondary Education: Earth and Space Sciences, Physics

As he continues as a classroom teacher, Benjamin has been doing astronomical research seeking to identify and catalog young stellar objects in an interstellar cloud. This project is part of the NASA IPAC Teacher Archive Research Project program and involves four teachers collaborating with a professional astronomer to complete and publish their results.

Rachel Durfee
MFA 1994 — Printmaking

Rachel Durfee recently presented her art and poetry at the Overture Center for the Arts in Madison in a solo exhibit entitled, “The Space Between.” In addition, her poem, “Of Many Wings,” received an honorable mention recognition from the Wisconsin Academy of Sciences, Arts and Letters’ 2020 Wisconsin People and Ideas Fiction and Poetry Contest.

Christina Sheu (Swanson)
BSE 1994 — Elementary Education

Christina is co-founder of St. Paul (Minnesota) School of Northern Lights, a progressive, free charter school that opened in fall 2019, serving kindergarten through sixth graders.

Valerie Edwards
BSE 1995 — Elementary Education

Val recently launched a consulting business, P2G Consulting, focusing on conflict mediation in the workplace.

Beth Lewis Samuelson
MS 1996 — Curriculum and Instruction

Beth serves as associate chair in the Department of Curriculum and Instruction at Indiana University Bloomington School of Education. She is Associate Pro-

fessor of literacy, culture, and language education.

Nan Bunnow
MS 1997 — Educational Administration

Nan received a doctorate in education (EdD) in the summer of 2020 from UW–Oshkosh. Her dissertation is titled “The Effect of Class Size Reduction on Achievement of Low Socio-economic Students.”

Stephen Murley
MS 1997 — Educational Leadership and Policy Analysis

Stephen was appointed Superintendent of Schools for the Green Bay (Wisconsin) Area Public School District on July 1, 2020.

Sung-Man Shin
MS 1998 — Rehabilitation Psychology

Sung-Man was appointed provost and dean of student affairs in the Office of Handong Global University in South Korea in 2019.

Diana KB Hoover
MFA 1999 — Art
 Diana is the coordinator for the graphic design area in the new School of Design and Communication at UW-Stevens Point.

2000s

Roscoe Wilson
MFA 2002 — Department of Art
 Roscoe is currently chair of the of Humanities and Creative Arts at Miami University in Ohio.

Wendee Gardner
BS 2004 — Art
 Wendee started an organization called Good Medicine. It provides quality public health services to tribal nations and their allies working to promote tribal health and healthcare.

Sara Johnston
MS 2004 — Rehabilitation Counseling
 Sara is an associate professor in the College of Pharmacy and Health Sciences at Drake University in Des Moines, Iowa. She was selected to serve as the first Olson Fellow for Global Service Learning at Drake University.



Swenson brings gym class straight to students' homes

Alumna **Mackenzie Swenson**, a first-year physical education teacher at Lodi (Wisconsin) Elementary School, was featured in a WKOW/Ch. 27 news report in September about her unique approach to connecting with students while her school is operating virtually this fall due to COVID-19.

Swenson is bringing exercise and outdoor fun right to students' front doors, WKOW explains, by going to every student's home for an in-person, outdoor gym class.

“Kids have been so excited,” Swenson said. “I’ve pulled up to houses and they’re watching out the window for me, and they jump up, they’re ready to come out and play.”

Swenson is a new teacher in the district, and she thought this would be a great way to meet her students, the report explained.

She graduated in May 2020 from the Department of Kinesiology's Physical Education Teacher Education program.

Kurt Schneider
PhD 2004 — Educational Leadership and Policy Analysis
 The School Superintendents Association's journal, School Administrator, published an article Kurt wrote titled, “Board Leadership on Inclusive Practices, Equity and Access for ALL.” As a superintendent overseeing 18 school districts in the north shore suburbs of Chicago, this article highlights transformational system-wide change on a regional level.

Joe Donovan
MS 2006 — Educational Policy Studies
 The Donovan Group, a school communication firm that focuses exclusively on public education and serving the needs of school and district leaders nationwide, has partnered with the Califor-

nia School Boards Association to offer crisis communication services to districts in that state.

Zachary Kaiser
BS 2006 — Art
 In July 2020, Zach was awarded tenure at Michigan State University and is now an associate professor of graphic design and experience architecture.

Matthew Page
MS 2006 — Educational Leadership and Policy Analysis
 Matt serves as the assistant dean of student affairs within Ohio State University's Graduate School. His role allows him to be heavily involved in all co-curricular aspects of graduate education, and he is able to use the knowledge and skills developed at UW in his daily work.

Marcus Weaver-Hightower
PhD 2006 — Curriculum and Instruction

Marcus has moved positions, becoming professor and program leader of Foundations of Education at Virginia Tech.

Phillis George
MS 2007 — Educational Leadership and Policy Analysis

Phillis was recently tenured and promoted to the rank of associate professor of higher education at the University of Mississippi. She was also appointed to the inaugural post of assistant chair of the Department of Higher Education.

Moira Lafayette
MS 2007 — Educational Leadership and Policy Analysis

As the dean of health sciences and public safety at Blackhawk Technical college, Moira's focus has been on ensuring students successfully complete their programs during one of the most disruptive periods of higher education.

Sarah Helmer
BSE 2009 — Elementary Education

Sarah is the co-author of a new book with Peter Johnston and some fellow educators published by Stenhouse called "Engaging Literate Minds: Developing Children's Social, Emotional, and Intellectual Lives, K-3."

2010s

Hans Klar
PhD 2010 — Educational Leadership and Policy Analysis
Hans published a book titled, "Developing Rural School Leaders: Building Capacity through Transformative Leadership Coaching," with colleague Kristin Huggins. The book is the result of a multi-year partnership with a consortium of rural school districts in South Carolina.

Linda Vakunta
MA 2011 — Rehabilitation Psychology
Linda is serving as deputy mayor for the city of Madison. Her

work has largely focused on the city's response to COVID-19, particularly in the areas of housing and human services.

Jill Underly
PhD 2012 — Educational Leadership and Policy Analysis
Jill is running for the statewide office of superintendent of public instruction in Wisconsin. The primary is in February.

Blake Bishop
MS 2014 — Educational Leadership and Policy Analysis
Blake serves as a senior academic success coach with the UW Flexible Option, and with UW Extended Campus Collaborative degrees.

Mac Weninger
BS 2014 — Exercise and Movement Science
Mac is an MD and a third-year resident in physical medicine and rehabilitation at the University of Kansas Health System.

Sean Frazier
MS 2015 — Educational Leadership and Policy Analysis
Sean is the associate vice president and director of athletics at Northern Illinois University. He will co-chair the LEAD1 Association Working Group to Examine Diversity, Equity, and Inclusion Issues. This working group is charged with creating actionable recommendations on diversity, equity, and inclusion issues in college sports.

Aaron Perzigian
MS 2010 — Rehabilitation Psychology and Special Education, PhD 2015 — Rehabilitation Psychology and Special Education
Aaron is an associate professor of special education at Western Washington University and is the director of the Woodring Inclusive Education Teacher Scholars, a grant-funded teacher residency program in the south Seattle area. He says much of his success is attributed to the education and mentorship received at UW-Madison and adds, "Once a Badger, always a Badger."

Sara Eklund
BS 2016 — Rehabilitation Psychology
After graduating, Sara pursued a master's degree in nursing and is now a registered nurse. She has started a doctorate program on the path to becoming a nurse practitioner.

Russell Cannon
PhD 2017 — Educational Policy Studies
Since 2018, Russ has served as a senior program officer on the Bill & Melinda Gates Foundation's postsecondary strategy. He currently manages a team focused on research, measurement, and evaluation in support of the strategy's goal – eliminating race/ethnicity and income as predictors of success in higher education.

Alexandra Galván
BS 2017 — Educational Policy Studies
Alexandra is currently working at Chicago HOPES for Kids, an organization that works with children and families living in Chicago's homeless shelters, as the outreach and family engagement administrator.

Brett Nachman
MS 2017 — Educational Leadership and Policy Analysis
Brett's ongoing research on autism and disabilities in post-secondary education has been published in several journals in 2019.

Catherine Dornfeld Tissenbaum
MS 2016 — Educational Psychology, PhD 2018 — Educational Psychology
Catherine is an assistant professor of curriculum and instruction at the University of Illinois at Urbana-Champaign and is researching how families support science learning while interacting with museum exhibits.

Faith Fuller
BS 2019 — Theatre and Drama
Faith is currently attending New York University and getting her master of music degree

in vocal performance: musical theatre.

Stanley Kang
MS 2019 — Educational Leadership and Policy Analysis
Stanley is the new program director for the Posse Foundation at the Houston site. The key to a promising future for our nation rests on the ability of strong leaders from diverse backgrounds to develop consensus solutions to complex social problems. Posse's primary aim is to train these leaders of tomorrow.

Carmen Bartley
PhD 2020 — Educational Leadership and Policy Analysis
Carmen started a job as a qualitative researcher and evaluator in the Wisconsin Evaluation Collaborative housed in the Wisconsin Center for Education Research.

Max Puchalsky
MFA 2020 — Art
Since earning an MFA, Max has taken an operations position at Arts + Literature Laboratory — a community-based, contemporary arts center in downtown Madison. Max is teaching online classes at the Bayview International Center for Education and the Arts.

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

2020-21 School of Education Board of Visitors

The Board of Visitors serves as an external advisory body to Dean Diana Hess. Members of the board have attained prominence in their field and are chosen because of their value in providing sound advice and counsel. Board membership includes graduates, emeritus faculty and staff, and friends of the School of Education. The current members of the board are:

Mary Gulbrandsen (chair)	Edward Holmes
Carla Austin	Barbara L. Kornblau
Stacey Brickson	Anand Marri
Helen Burish	James T. Minor
Kathy Chazen	Tashia Morgridge
Karen Falk	Pat Neudecker
Eric Flanagan	Leslie Orrantia
Robert Frahm	Susan Patterson
	Ron Schwarz



ADAM WIESENFARTH/SCHOOL OF EDUCATION

Dean Diana Hess leads a virtual Board of Visitors meeting via Zoom from the Teacher Education Building on Oct. 15. In this segment, Lynda Barry — who holds the Chazen Family Distinguished Chair in Art with the School of Education's Art Department — updates the Board of Visitors on her work.



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.



MATH DISCOURSE SERIES

Discover new paths to mathematical competence for your students. These three, one-day interactive workshops — beginning in January and running through spring — aim to improve mathematical instruction in key areas. Educators will learn how to support multilingual learners in their use of academic language, get help facilitating mathematical discussions, and walk away with strategies for providing students with feedback on their mathematical reasoning. The trio of workshops pushes back on the stale premise that success in mathematics is dependent on repeating a solution. Register now for the first workshop on Jan. 14, 2021.



WISCONSIN ARTS INTEGRATION SYMPOSIUM

The future is creative. Arts integration in education encourages the development of skills students need for success in today's world including collaboration, confidence, cultural awareness, empathy, and critical thinking. Join a community of practice, advocacy, and empowerment designed for teachers, school administrators, teaching artists, community educators, and leaders. Participants will explore arts and social-emotional learning strategies, practices, and advocacy — all through an interactive format while gaining valuable professional development and shaping the future of arts-integrated learning in Wisconsin. Attend the symposium Feb. 13 and 17, 2021.



WOMEN'S
leadership incubator

WOMEN'S LEADERSHIP INCUBATOR

Transform your career! This new program has one major goal in mind: to support women in becoming K–12 leaders. Built on four pillars — psychology, management, self-reflection, and networks — the Women's Leadership Incubator is designed to build the next, most diverse generation of school leaders. This program will provide opportunities to build capacity, engage in support from leadership coaches, and gain greater understanding of the complex social structures that serve as barriers to women gaining leadership positions. The first cohort runs from July 2021 through May 2022. Early bird pricing and a payment plan are available until March 1, 2021.

To ensure your safety during COVID-19, all our programs are available online. To learn about all programs offered by PLACE, visit: place.education.wisc.edu

We believe in **BIG** ideas

Thanks to the generosity of the Impact 2030 Morgridge Match, **all gifts to Impact 2030**, no matter the size, **are matched dollar for dollar.**

Join us as we:

- Invest in Wisconsin's Future Teachers
- Transform Learning Experiences
- Bolster Faculty Support
- Significantly Strengthen Student Scholarships

Help us redefine what's possible.

Your support will propel our already strong and vibrant School of Education forward and ensure its excellence leading to our centennial celebration in 2030 and beyond.

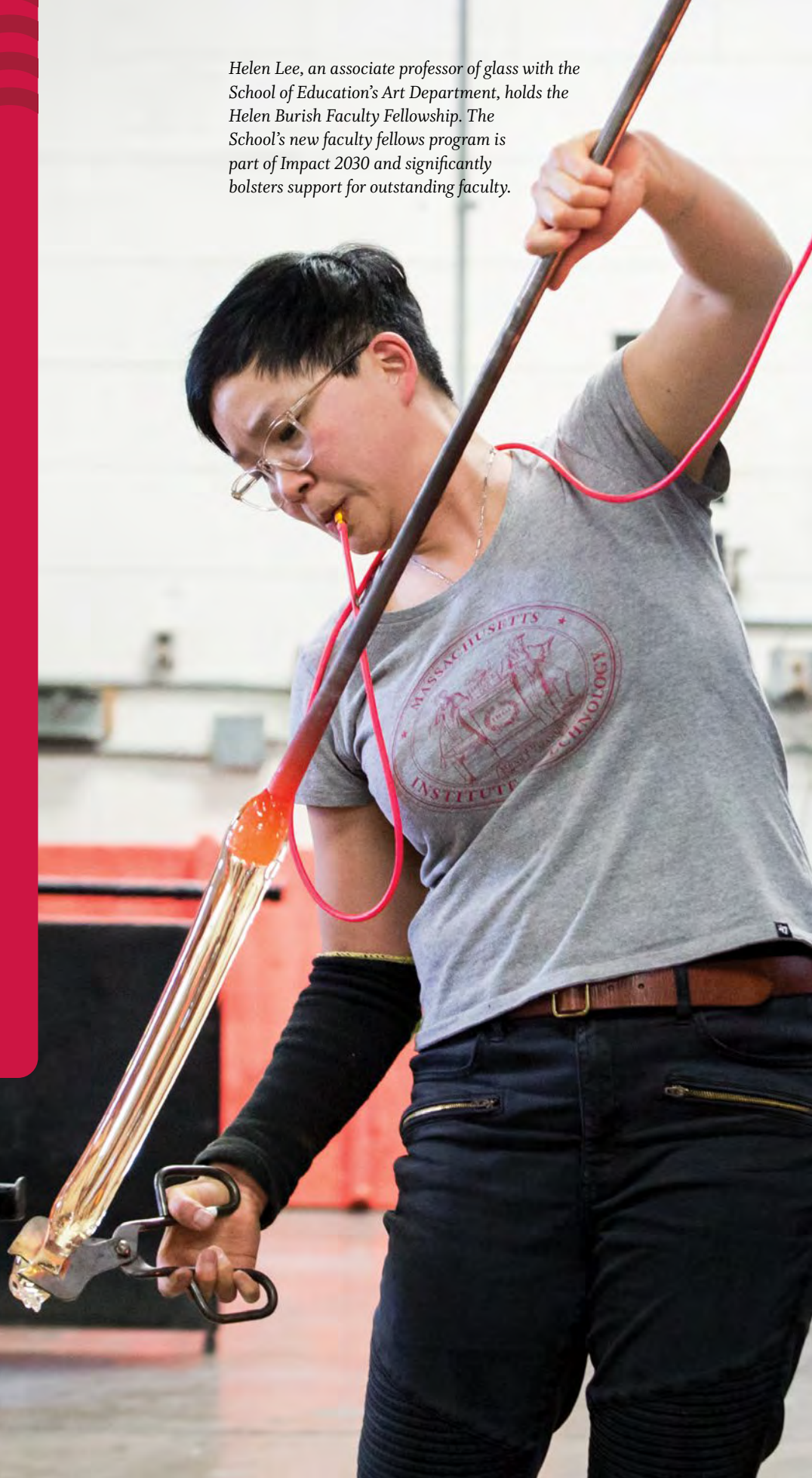
To learn more, visit:

education.wisc.edu/impact-2030

**IMPACT
2030**

BELIEVE IN **BIG** IDEAS

Helen Lee, an associate professor of glass with the School of Education's Art Department, holds the Helen Burish Faculty Fellowship. The School's new faculty fellows program is part of Impact 2030 and significantly bolsters support for outstanding faculty.



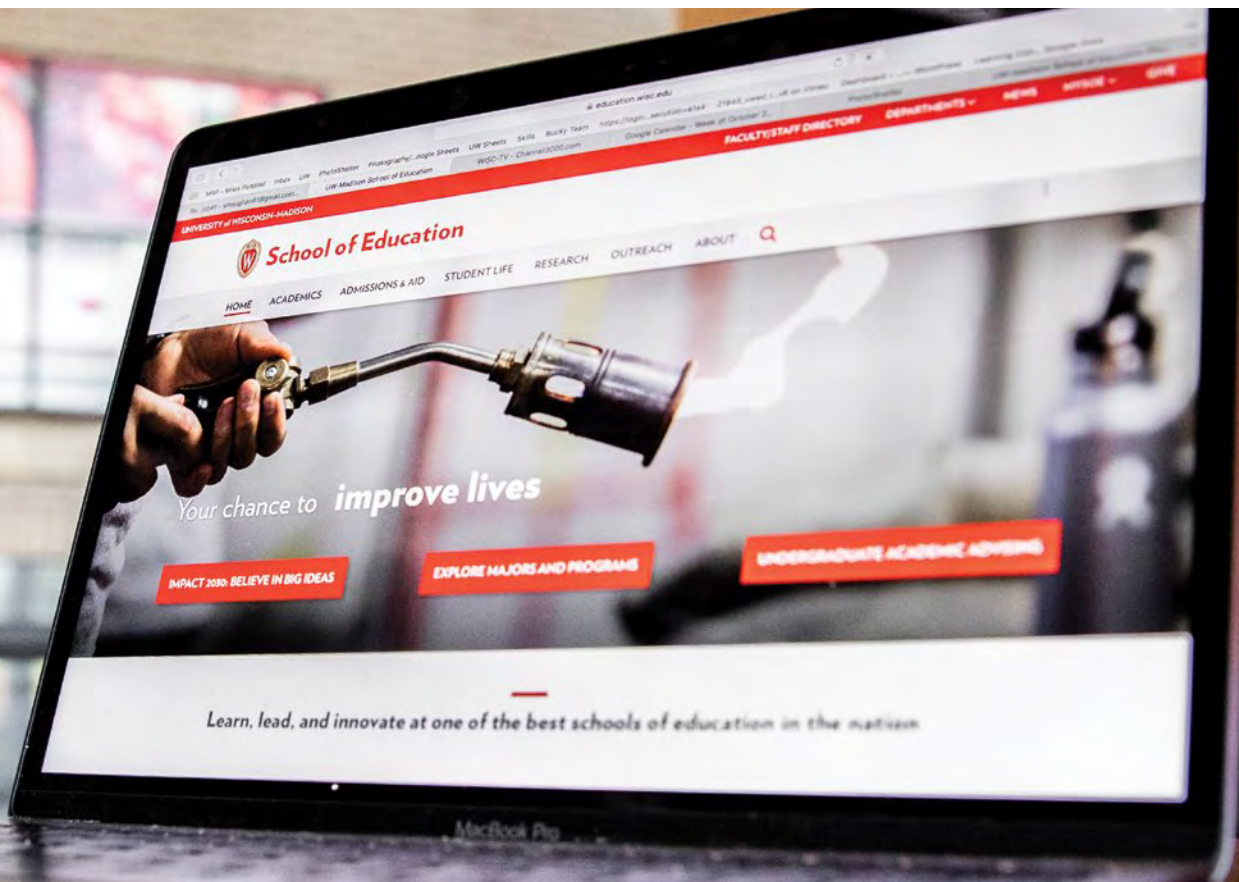


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SCHOOL OF EDUCATION LAUNCHES NEW WEBSITE

In January 2020, the School of Education improved its online presence by launching a new website that is easier to navigate, visually appealing, and responsive for mobile users. To date we've launched a new main site, and sites for the Business Office, and the departments of Curriculum and Instruction, Educational Policy Studies, Rehabilitation Psychology and Special Education, Educational Leadership and Policy Analysis, Counseling Psychology, and Dance. The remaining departments will be relaunched in 2021.

Check us out at: education.wisc.edu