

UNIVERSITY OF WISCONSIN-LA CROSSE | SCHOOL OF EDUCATION

Eagle Edge

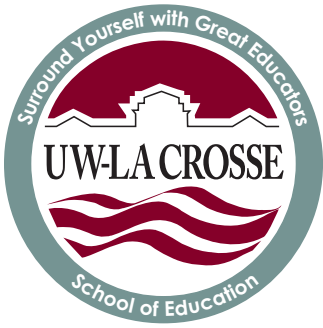
LEAD. EDUCATE.

COLLABORATE. INNOVATE.



EQUITY
DIVERSITY
JUSTICE

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Photo by Michael Lieurance, '02.

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from THE DEAN



Marcie Wycoff-Horn, Ph.D.

I am excited to share that I have been engaged in a nation-wide alliance of education deans that are working to advance equity and justice in education. These efforts will help position the School of Education, Professional, and Continuing Education for a future where diversity, equity and justice are at the core of teacher preparation at UWL. Furthermore, opportunities extend into professional development for graduate students and school partners alike through the recently developed Social Justice Certificate, the Grow Our Own Teacher Diversity Program, and the Fall for Education Conference where culturally responsive teaching was one of many equity-related topics. Most recently we have launched strategic planning efforts that will provide a guide and hold us accountable to offering the best academic experiences as we prepare graduates for diverse classrooms.

As you explore this newsletter, you will find various examples of how students, faculty and local partners are working together as we respond to this moral responsibility to advance equity and

justice in education. Also highlighted in this edition, are equity-related undergraduate research experiences led by faculty. Finally, you will see that the summer Milwaukee Urban Experience (MUE) has expanded to include a cohort focused on secondary education, as well as another paid internship opportunity. To learn more about the summer MUE, check out the video linked below. I hope this edition brings to life why it is an exciting time to be in education at UWL!

In Partnership,

A handwritten signature in black ink that reads "Marcie Wycoff-Horn".

Marcie Wycoff-Horn, Dean



Click to learn more about the
2018 Milwaukee Urban Experience

Support Milwaukee Urban Experience

The MUE experience is critical to fulfilling the mission of the School of Education, Professional and Continuing Education to develop within its graduates a commitment to the teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective teachers and responsible citizens in a diverse and dynamic world.

Interested in supporting the MUE program?

Contact School of Education Dean Marcie Wycoff-Horn at 608.785.6786 or mwycoff-horn@uwlax.edu or make a gift to the Milwaukee Urban Education Fund on the [UWL Foundation website](#).



Urban Internships Expand Opportunities

Innovative practices for diversity and social justice offered to future teachers.

At the end of spring semester, UWL student Tae-Hwan Kim was questioning his education major. He wondered whether the work and responsibility teachers take on was a challenge he wanted.

Kim says a UWL Field experience working at the Hmong American Peace Academy, followed by an internship with the Center for Urban Teaching in Milwaukee this summer, solidified his decision to become a teacher. Not because teaching wouldn't be a challenge, but because it was the kind of challenge he wanted.

"I saw how students go through so much in their daily lives outside of the classroom and at home that we don't realize," says Kim. "Every student is different, and I want to build more relationships and connections with students — more than for three weeks or four weeks ... I want to do it for a full school year."

Kim was one of a group of 16 students who had the opportunity to have an urban teaching experience this summer as part of the UWL School of Education, Professional and Continuing Education's work to provide an urban experience in Milwaukee.

The first cohort of UWL elementary education majors participated in the Milwaukee Urban Experience in summer 2017, teaching at St. Marcus Lutheran School in Milwaukee. This summer, the MUE expanded, offering the opportunity for UWL secondary education majors to partner with at the Hmong American Peace Academy, a public charter school in Milwaukee.

Both of these intensive summer programs for UWL education majors aim to help expand understanding in cultural

competence and urban education while working with diverse students and teachers.

Also, this year, UWL partnered with education-related organizations to offer three paid internship opportunities for students after the MUE program was completed. Students worked at the Urban Ecology Center, Center for Urban Teaching and SHARP Literacy.

UWL Junior Brenna Cooke calls the MUE program and her internship afterward with SHARP Literacy, both "life changing" and "the best move of my college career."

"At St. Marcus I learned that my purpose is to advocate and support urban students because all children have the right to a quality, meaningful education no matter their location," says Cooke. "I will continue to share my stories from St. Marcus because those children deserve to have their stories heard."

Expanding these partnerships in Milwaukee is needed to help better prepare UWL graduates meet the diverse needs particularly as classrooms across America are becoming increasingly diverse, explains UWL School of Education Dean Marcie Wycoff-Horn.

OPPOSITE PAGE PHOTO: As a SHARP Literacy intern, UWL junior Brenna Cooke grew most in her ability to write lessons that were arts-integrated, use standards meaningfully and work on a team, she says. The extension lessons she wrote are being incorporated into the curriculum for use this school year. She also taught alongside certified teachers at two community centers where children attended summer camp in Milwaukee. SHARP taught her about the diverse options she has with her degree that still support children, she says.

CONTINUED ON NEXT PAGE

“After this experience, I realized I am meant to be an urban educator and I can use my different experiences throughout my life to impact the children I work with,” explains UWL junior Brenna Cooke.

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“As an institution that prepares teachers, we have an obligation to help future educators attain the skills, knowledge and dispositions that value diversity,” she says. “Cultural competence is being aware of one’s own cultural identity and views about difference, and the ability to learn and support all cultural norms. As a result, this positively impacts the classroom environment and experiences teachers’ build.”

The program also responds to student demand, notes Wycoff-Horn. Each year at least 10 percent of UWL education majors express interest in urban teaching, and this provides an early experience for students to explore a new setting.

“After this experience, I realized I am meant to be an urban educator and I can use my different experiences throughout my life to impact the children I work with,” explains Cooke. “When asked what my dream job is, I would answer every time to be a K4 teacher at St. Marcus School. Their mission is inspiring and the love that building contains is endless.”

Partners in Milwaukee also see the benefit of having UWL students.

“The purpose of the Hmong American Peace Academy is to create possibilities for our scholars because we know that education is the key to moving out of poverty,” says Chris Her-Xiong, executive director of the school. “Having the partnership with La Crosse to network with others and build a well-rounded individual ... with this partnership, I think that is going to open doors.”

Learning about relationships through internships

After a 120 hour field experience with the Hmong American Peace Academy, Kim co-taught a group of middle school students for a 10-week summer program in Racine through his internship with the Center for Urban Teaching.

Through Kim’s interactions with students, he also learned about students’ day-to-day life challenges outside of class. Some

students in his classes helped care for up to five younger siblings at home. By getting to know more about their lives outside of school, he could understand why they might not finish their homework, feel tired or even act out.

Kim became motivated to help students by making adaptations to the way he taught — maybe finding new creative ways to engage them or giving extra time at the end of class to work on an assignment.

Kim says his inkling about teaching was right. It is a lot of work and a lot of responsibility.

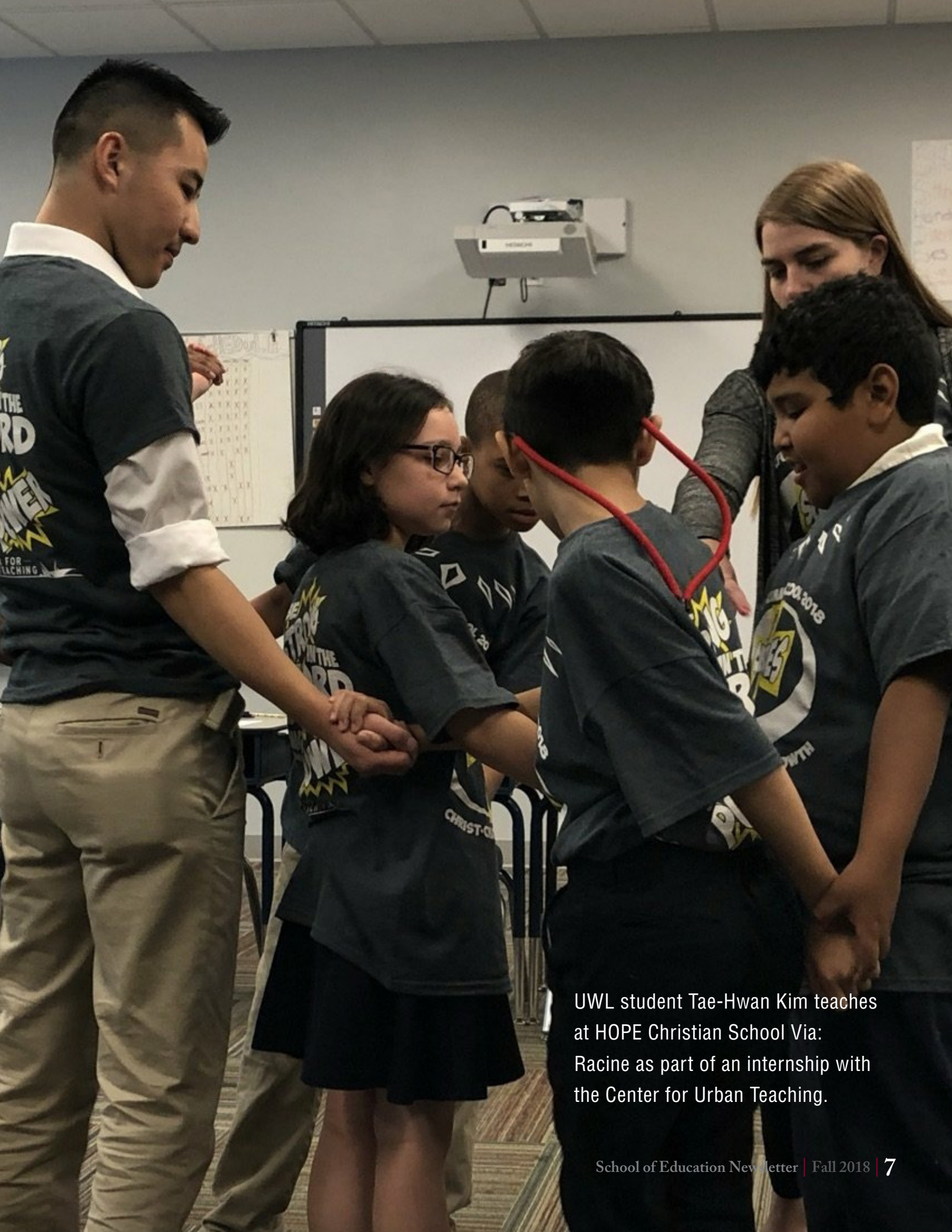
“You are up there all day from 7a.m.-3 p.m., and you need to make sure you are on your A game,” he says. “You are the role model everyone is looking up to and looking forward to.”

Kim saw, through his urban experiences this summer, that he wants to be that role model.

“Teaching is not scary anymore,” he says. “It is what I want to do for the rest of my life.”



“Having the partnership with La Crosse to network with others and build a well-rounded individual ... with this partnership, I think that is going to open doors.” says Chris Her-Xiong, executive director of the Hmong American Peace Academy.



UWL student Tae-Hwan Kim teaches at HOPE Christian School Via: Racine as part of an internship with the Center for Urban Teaching.

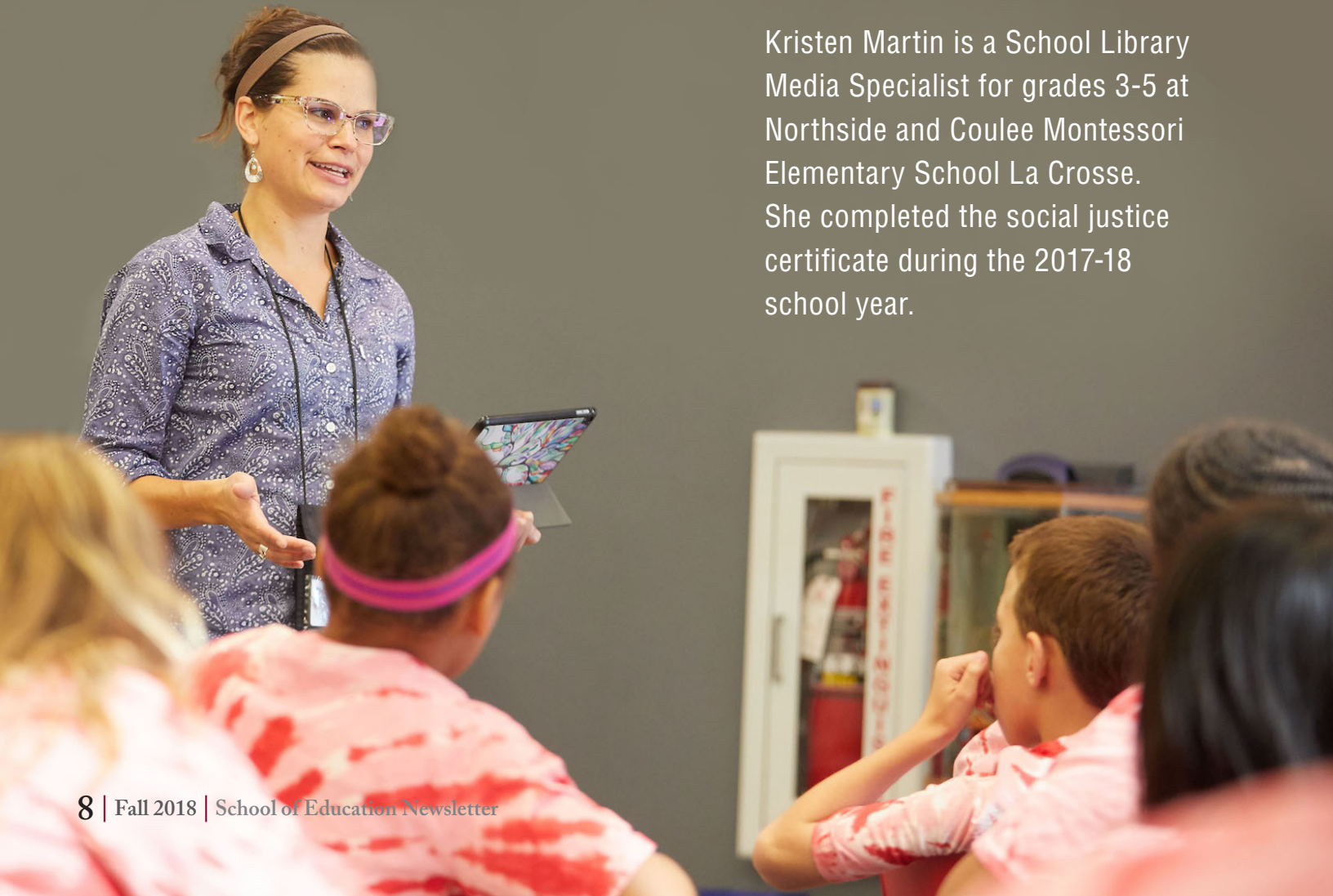
PARTNERSHIP FOR SOCIAL JUSTICE

School of Education, La Crosse
School District collaborate to
offer social justice certificate to
K-12 educators

These days, La Crosse teacher Kristen Martin views herself and everyone she interacts with through a different lens. While participating in a social justice certificate program last school year, Martin expanded her awareness of institutional racism and injustices that exist — even in the most well-intended structures, she explains.

.....

Kristen Martin is a School Library Media Specialist for grades 3-5 at Northside and Coulee Montessori Elementary School La Crosse. She completed the social justice certificate during the 2017-18 school year.



“I find myself reflecting and assessing my interactions with students more frequently and questioning common practices that I never thought could be misconstrued,” says the Northside and Coulee Montessori Elementary School teacher.

UWL and the School District of La Crosse partnered to offer a social justice certificate of completion program to K-12 educators, administrators and support staff starting in fall 2017. K-12 leaders were looking to fill a need for incorporating more equity work within the district.

Laurie Cooper Stoll is a sociology professor with expertise in inequalities in education and the former founding director of UWL’s Institute for Social Justice. Stoll, along with Marcie Wycoff-Horn and Lynn Weiland from UWL Continuing Education and Extension, and representatives from the School District met for almost a year and a half to plan for the social justice certificate. The work resulted in a one-year, two-course, six-credit graduate certificate completion program offered through UWL Continuing Education and Extension.

Current instructors in the course — La Crosse School District Cultural Liaison Shaundel Spivey and UWL Mathematics Professor Jennifer Kosiak and Maggie McHugh, teacher at La Crosse Design Institute — explain that the course begins with unpacking one’s own biases and stereotypes. Participants gain greater awareness of social inequalities in education such as racism, classism, sexism, homophobia, transphobia and ableism.

As the course continues, participants identify inequalities in their classrooms or schools and develop a praxis project to study a particular issue and develop an intervention.

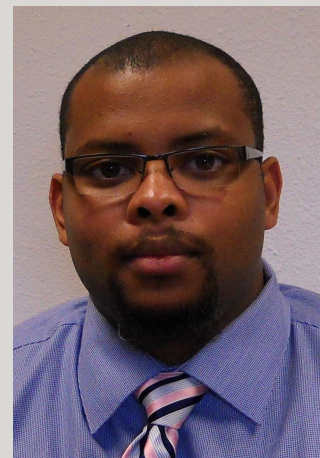
“It is a very applied program,” explains Cooper Stoll. “Teachers should leave with the tools to identify a disparity, study it, develop an intervention to address it, and be able to assess the intervention to see if it is successful.”

The aim is to prepare teachers to better understand students



UWL Professor
Jennifer Kosiak

La Crosse School District Cultural Liaison Shaundel Spivey, '12 and '15. In his role as the cultural liaison, Spivey serves as the link between multicultural students and families, teachers and administrators and community agencies. He also assists with staff development opportunities that relate to Black/African American Culture, social justice and other diversity topics.



and their lived experiences. It is a continuous journey of education surrounding social justice and equity, explains Spivey.

For instance, Spivey says there are few instances he can recall in his own education where students learned about people of different nationalities, races and cultures. “We learn about the same group of white people all of the time. That is what we are tested on,” says Spivey. “In many ways white folks are also robbed of opportunity to learn about different cultures ... and that puts up barriers in terms of the ways we interact with each other.”

Martin, who completed the certification during the 2017-18 school year, says the discussions in the course were honest and thought provoking.

“I felt like I left each class session a more empathetic person,” she says.

The overall goal is for teachers to not only see how equity and social justice impact their classrooms, but also their personal lives, says Spivey.

“After this class, they live life through a social justice lens where they are constantly listening, reflecting and learning about others and themselves,” he says.

The Social Justice Certificate is offered once a month on Saturdays with three class meetings in person and the rest online. Learn more at <https://www.uwlax.edu/conted/sj/>

Introducing the GOO-TD Teacher Candidates

Nyob zoo txais tos!

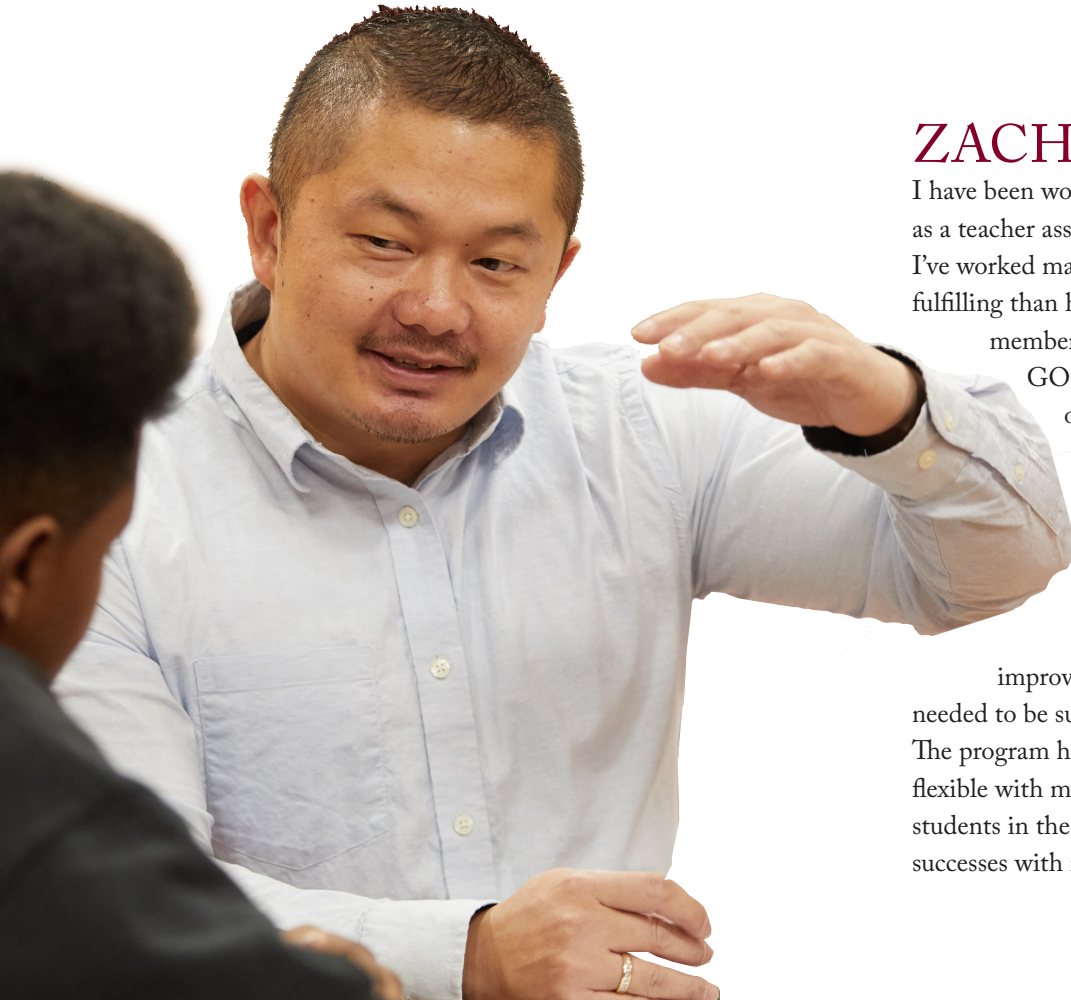
Hello and welcome!

The mission of the Grow Our Own - Teacher Diversity (GOO-TD) program is to increase the number of qualified and culturally diverse licensed teachers in PK-12 school districts. The GOO-TD program was made possible by generous donors and supportive community partners, including UWL alumni, the La Crosse School District, the La Crosse Public Education Foundation, and the City of La Crosse Community Development Block Grant. Please meet the following program participants!

XIA YANG

Schools are becoming more and more diverse, which requires individuals from different backgrounds to help students be successful and become better individuals. This program has assisted me in getting into my classes and provided financial support to cover the cost of tuition and fees. If other students are interested, would like to work with kids, and want to become a teacher, then consider the GOO-TD program. Growing up in the La Crosse area and going to the local schools, I have always felt a need for more teachers who look like me, understand me, and are able to help me succeed in pursuing my education. As a mother of seven and a wife, I made a great decision to resign from a teacher assistant position at the Head Start Center to return to college. I decided to return to school for my undergraduate degree in education, so I can support the increasingly diverse student population by helping them see their potential in order to become successful adults.

The School of Education, Professional and Continuing Education (EPC) values inclusion and diversity within our teacher candidates. As the Equity Advisor/Recruiter, Mai Chao works with GOO-TD teacher candidates and supports multicultural students in the EPC. Please stop by 145 Graff Main Hall or send an email to Mai Chao at mduddeck@uwlax.edu.

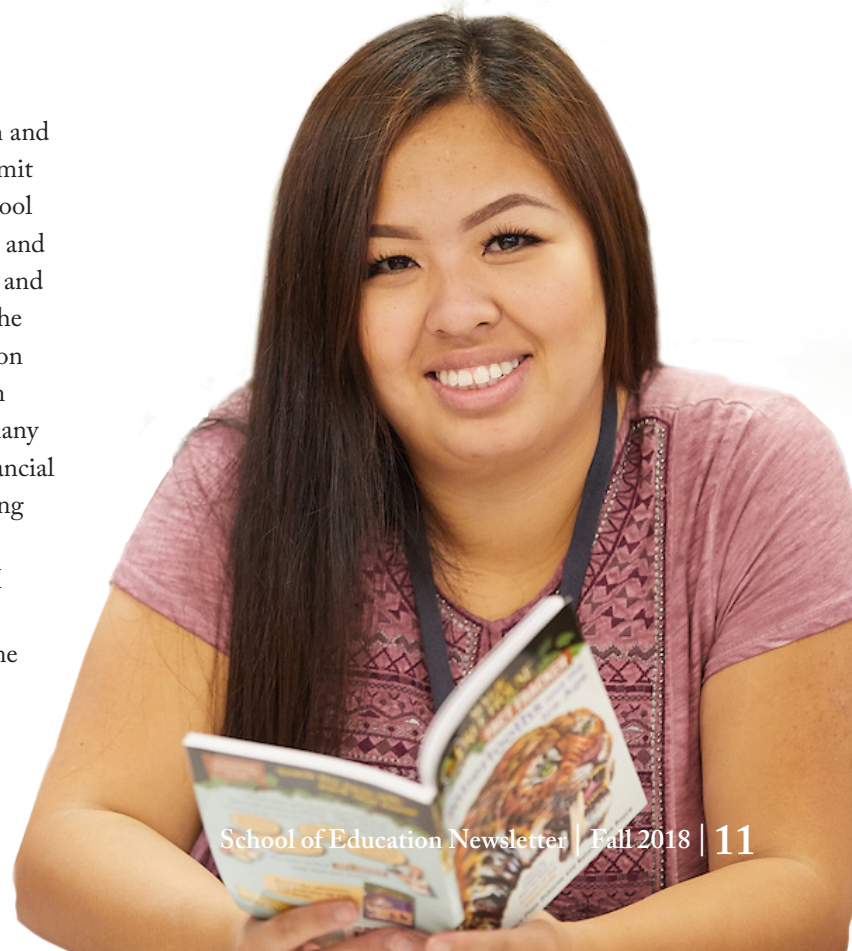


ZACHARIAH HER

I have been working with the La Crosse School District as a teacher assistant in the Integrative Supports Program. I've worked many jobs in my life, but none have had more fulfilling than helping students become contributing members of society. I chose to participate in the GOO-TD program because it was a great opportunity for me to gain more education and as certifications to support my passion for helping students. Becoming a teacher is much more than just academics. Teachers are often positive role models and mentors to their students who lack those individuals in their own lives. There is no better way to improve society than to teach our children the skills needed to be successful people, while learning academics. The program has offered me a lot of support and has been flexible with my current schedule. I enjoy meeting the other students in the program who share their struggles and successes with me so that I can stay motivated.

KAZOUA YANG

I was one of the first students to be in the GOO-TD program and the journey has been worth it. I am a teacher assistant at Summit Environmental School and have been with the La Crosse School District for over three years. Teacher candidates who graduate and serve the La Crosse community will be role models for others and the students they teach. This program shows the community the importance of teamwork from supporters and their contribution to make it exist, as well as their support for teacher diversity in education. The GOO-TD program has provided support in many ways to me. The biggest assistance it has given me was the financial support in tuition and fees. It helps ease my worries about going back to school. I also received flexibility from staff members and professors. I cannot thank them enough for making sure I am successful in my education. Lastly, I received support from my fellow GOO-TD members, knowing we are all on the same journey together.



Engaging in Equity

Conference provides teachers with strategies to ensure success for all students

During the first weekend of November, over 150 education professionals from Wisconsin came to UW-La Crosse to enjoy a weekend of professional development. They heard from nationally renowned speakers and participated in dozens of breakout sessions on a variety of topics that included best practice pedagogy, compassionate schools (trauma informed care), culturally responsive teaching, curriculum development and assessment, and leadership.

These five content area strands were developed by the Institute of Professional Studies in Education to prepare teachers with the proper strategies and resources in order to change the course of a student's life. The theme of the conference was "Never Stop Learning, Growing, Teaching".

Dr. Sharoky Hollie, Dr. Michele Borba, and Dr. Kathleen Budge spoke on the topics of culturally

responsive teaching, disrupting poverty in the classroom, and teaching our children empathy. They spoke of the importance of teachers building relationships with students in the classroom and schools building relationships within the community.

The conference stresses the importance and complexity of student diversity. Students have different learning styles, come from different backgrounds (ethnicity, religion, nationality, social class), and are at a variety of learning levels. However, every student deserves an equal opportunity to succeed. Education is more than just grades and test scores. Students are slipping through the cracks and teachers need to be equipped with the necessary skills in order to make an impacting change in our system. This conference equips teachers and administrators with techniques and practices they can implement, allowing for every student to reach their fullest potential.

Conference participants work together during one of the sessions offered





Jean Barkow started what became Jump Rope for Heart about 40 years ago and it eventually spread to schools around the world. Here Barkow is honored at a ceremony in the original gym where she started the event. It was named in her honor.

Jumping rope around the world

UW-La Crosse alumna starts popular school event that promotes physical activity, raises hundreds of millions for heart health

It started with a couple dozen jump ropes and a gymnasium full of kids. A UW-La Crosse alumna and physical education teacher wanted her students to develop a love for all kinds of physical activity and was searching for a new, creative way to exercise that would also raise money for a cause.

Jean Barkow, '56, started the first "Jump-Rope-A-thon" in March 1978 at Riverside University High School in Milwaukee. That tradition continued for four decades and eventually spanned the globe.

Soon after the inaugural event, the Jump Rope For Heart program was launched nationwide, co-sponsored by Society of Health and Physical Educators (SHAPE America) and the American Heart Association. Jump Rope For Heart generated more than \$750 million by 2014 to fund research and education about heart disease, the No. 1 killer of Americans.

Although the SHAPE America and American Heart Association partnership has since expired, Barkow's legacy of inspiring physical activity and heart health awareness lives on.

"Jean's initial idea of combining physical activity with community service efforts in support of the American Heart Association sparked a movement that has grown significantly these past 40 years," said Tanya Edwards, executive vice president of Community Health and Development for the

AHA. "Volunteers like Jean who match their passion with purpose, are invaluable to the American Heart Association's ability to reach schools nationwide and create a legacy of positive, healthy impact on the lives of millions of children."

The Jump Rope-A-thon was an extension of Barkow's can-do attitude and ambition for teaching.

"I taught every sport there was ...and I had every kind of equipment from archery to golf to tennis to downhill skiing — everything," says Barkow. "I wanted my students to experience something they might end up being interested in for their whole life."



Jean Barkow, '56, is a former physical education instructor who is now retired and living in Florida. UW-La Crosse was her training ground to explore the field of physical education and eventually expand on it by starting what became Jump Rope for Heart.

Using art to frame social justice issues

Students, professor take paper on arts-based education to international conference

UW-La Crosse pre-service teachers presented artwork they created in Assistant Professor of Educational Studies Scott Baker's multicultural education class during the university's Creative Imperatives showcase in February 2017.

For most, it was their first experience being featured in an art show.

For many it was also their first experience opening up a dialogue about social justice issues — issues these pre-service teachers expect to encounter in their future PK-12 classrooms.

Students' artwork at the show addressed students' or others' lived experiences of race, gender, economic status, sexual orientation, religion and citizenship. Through the public display, students were able to use their ideas to engage in a conversation versus simply submitting an assignment, says Baker.

The art show experience was part of a semester-long EDS 206 class project, Choice in Advocacy Discourse (ChAD). Through the project, students explored social justice and diversity through a variety of assignments, projects and presentations — most art-based.

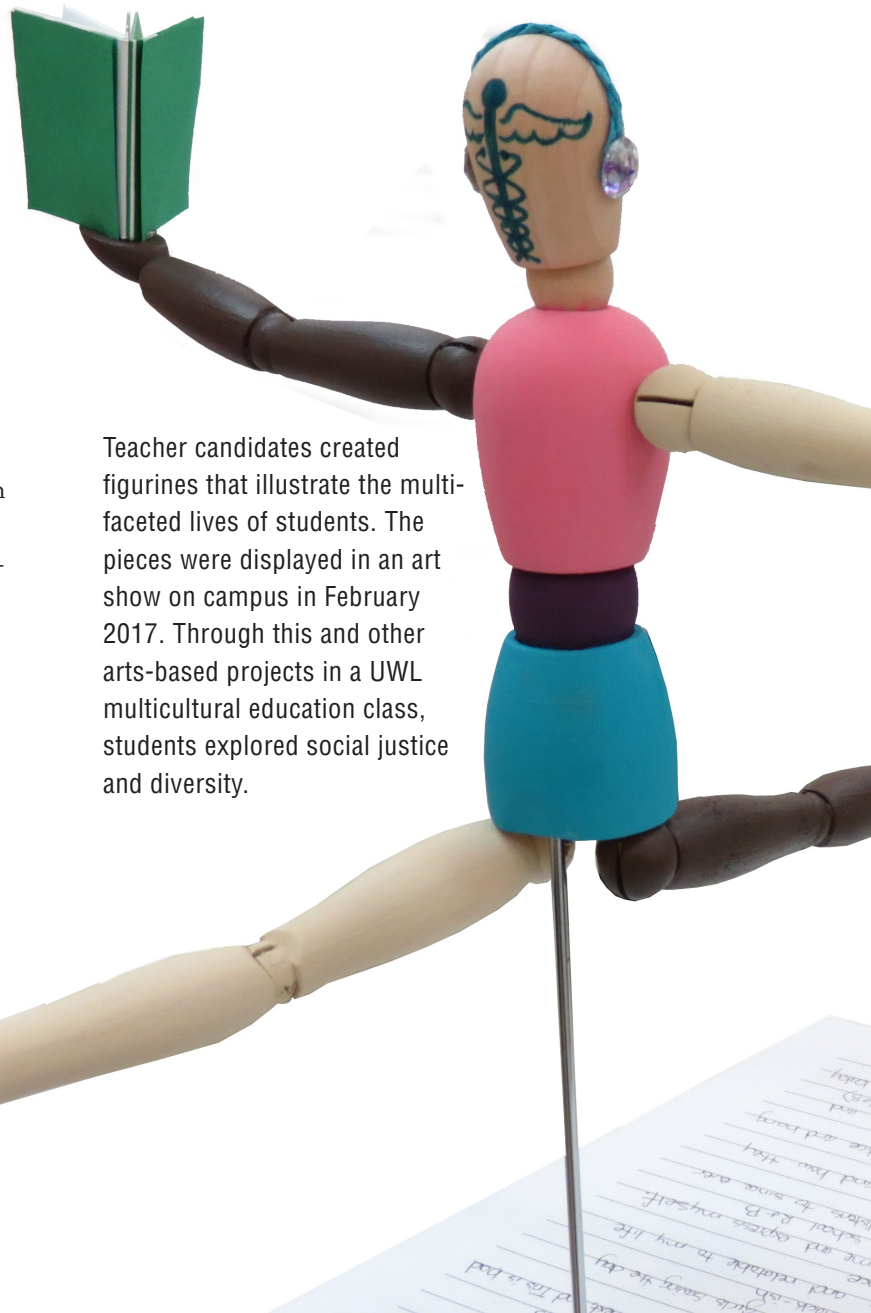
“The purpose of ChAD is to give students differentiated instructions so they have options to express themselves. Social justice topics can be personal and sometimes difficult to talk about,” says Baker. “This project makes it easier for them to embrace the conversation.”

It also gives them an opportunity to explore ways they can teach their future classrooms, adds Baker.

At the conclusion of the class, Baker and several students co-wrote and presented a paper — a practitioner's view of the process and implications for use of arts-based education — at the American Educational Research Association international conference in April in New York City.

Rachel Biermann, a UWL senior who was a co-author on the paper, says it has been enlightening to explore issues such as race, religion, gender, sexual orientation and more.

“This has uncovered unconscious thoughts and feelings that teacher candidates, including myself, may unknowingly have,” she says. “This allows teacher candidates to identify how their



Teacher candidates created figurines that illustrate the multi-faceted lives of students. The pieces were displayed in an art show on campus in February 2017. Through this and other arts-based projects in a UWL multicultural education class, students explored social justice and diversity.



About EDS 206

The class Scott Baker taught — EDS 206 — is an introductory diversity course that aims to prepare students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minority cultures.



Instead of taking an exam, students in Assistant Professor of Educational Studies Scott Baker’s multicultural education class created artwork representative of social justice issues and shared their work in an art show. Several students then joined Baker in presenting about this and other art-based approaches at the American Educational Research Association annual meeting in April in New York City. Students with Baker, from left include, Ali Brefka, Jack Firer, J. Scott Baker, Rachel Biermann, Elizabeth Greene and Katie Aleff.

own biases affect their teaching and what they need to do to combat those biases.”

Once teacher candidates have identified their own needs for growth, they will be able to create an environment for their students to grow in as well, she adds.

Undergraduate student participation and presentation in the international conference is rare, notes Baker.

Presenting alongside other educators from universities throughout the country was an incredible experience and honor, says Biermann.

“We were able to share, reflect, and collaborate with these colleagues to better understand different approaches to creating diverse educational experiences for both pre-service teachers and our future students,” she says.

Baker’s class project was made possible through a UWL Scholarship of Teaching and Learning grant.

Teaching excellence

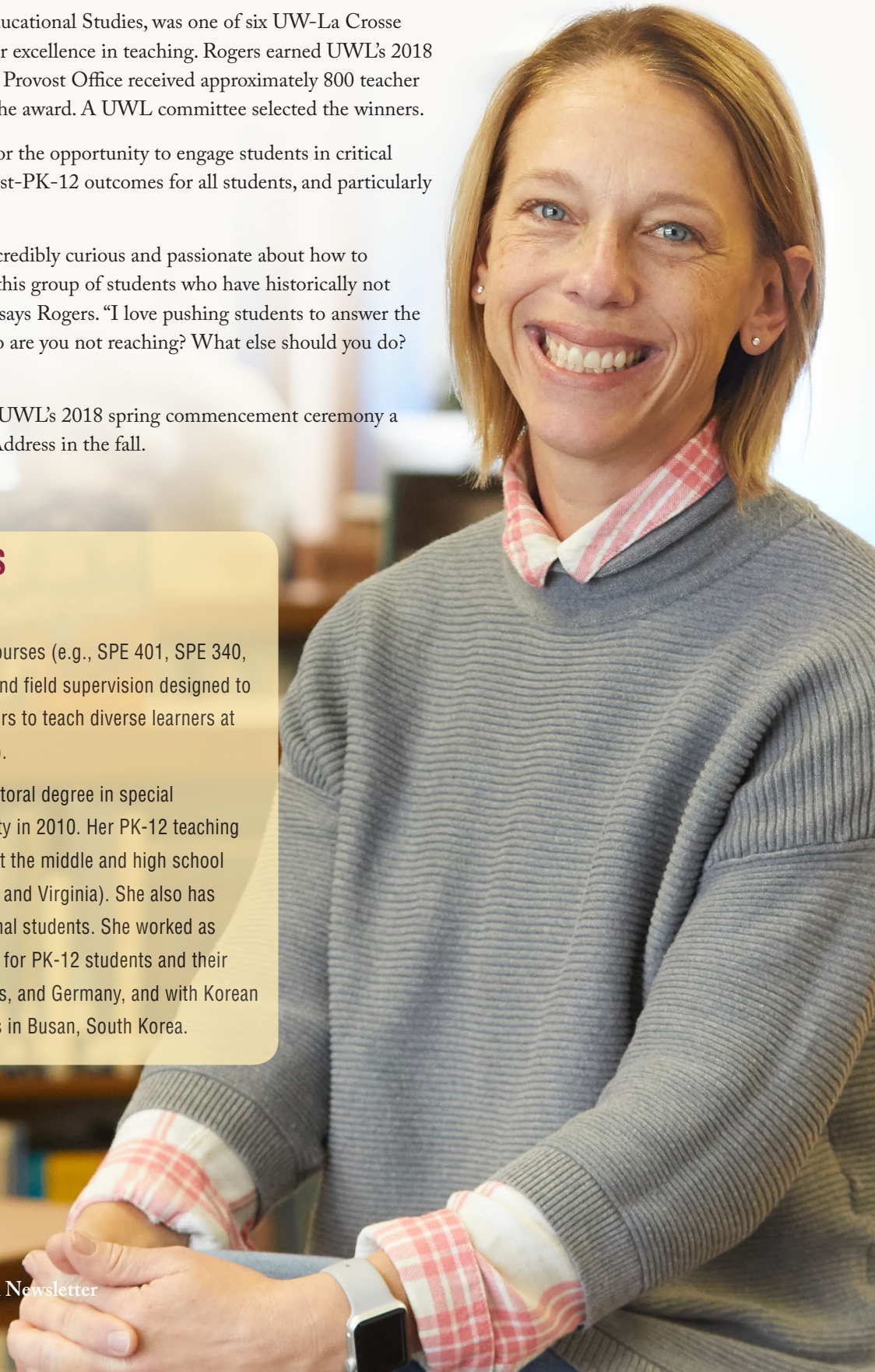
Leslie Rogers earns university-wide award after nomination from students

Leslie Rogers, assistant professor of Educational Studies, was one of six UW-La Crosse faculty members recently recognized for excellence in teaching. Rogers earned UWL's 2018 Eagle Teaching Excellence Award. The Provost Office received approximately 800 teacher nominations from UWL students for the award. A UWL committee selected the winners.

Rogers says she is extremely thankful for the opportunity to engage students in critical discussions related to improving the post-PK-12 outcomes for all students, and particularly for students with disabilities.

“Our UWL pre-service teachers are incredibly curious and passionate about how to improve educational opportunities for this group of students who have historically not had such opportunities and resources,” says Rogers. “I love pushing students to answer the questions: Who are you reaching? Who are you not reaching? What else should you do? Be curious. Reflect and take action.”

The award winners were recognized at UWL's 2018 spring commencement ceremony and at the Chancellor's All-University Address in the fall.



ABOUT LESLIE ROGERS

STARTED AT UWL: Fall 2013

TEACHES: Several special education courses (e.g., SPE 401, SPE 340, and SPE 463), as well as courses and field supervision designed to prepare aspiring pre-service teachers to teach diverse learners at the middle level (EDS 445 and 452).

BACKGROUND: Rogers earned her doctoral degree in special education from Vanderbilt University in 2010. Her PK-12 teaching experience was primarily focused at the middle and high school level (suburban areas in Wisconsin and Virginia). She also has experience working with international students. She worked as a behavior management consultant for PK-12 students and their families in Belgium, the Netherlands, and Germany, and with Korean undergraduate pre-service teachers in Busan, South Korea.