

Collaborations and Partnerships Between the
University of Wisconsin-La Crosse
and Area Public and Private Schools

Fall, 2002

Submitted by

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Executive Summary

UW-La Crosse began as a normal school in 1909 charged with the preparation of teachers. Over the years, a growing number of collaborative efforts have emerged based on a commitment to build partnerships with a variety of institutions including PK-12 schools. The purpose of this report is to provide the UWL campus community with an overview of these relationships which, as readers will readily note, are numerous and varied in nature. While these collaborations are primarily documented under each college, certain entries cut across more than one unit. A document of this nature should serve the purpose of not only informing the university community and public schools about new and ongoing partnerships, but should also reflect the strength these relationships bring to the education process. The great diversity reflected in these relationships is part of what makes them so valuable to the important work of linking education through the PK-12 schools and the university. Indeed, partnerships like these can spark new ideas about how UW-La Crosse can interact with area schools resulting in mutual benefits for future programming. Plans will be underway to place the document on a UWL website to facilitate public access. The Assistant to the Provost will update these relationships on an annual basis and make appropriate revisions.

Those who read these descriptions will note the rich tradition of the Wisconsin Idea which envisions the university as closely linked to the surrounding community and attuned to local developments. As this report shows, the University of Wisconsin-La Crosse is engaged in at least thirty different partnerships involving over twenty school districts and a host of community organizations. While there is much to celebrate about this encouraging development, veterans of partnerships know that a great deal of focused effort is necessary to establish and nurture what is clearly a diverse and worthwhile set of relationships between PK schools and universities.

Gregory Wegner
Assistant to the Provost
February 5, 2003

College of Liberal Studies

Fall Language Teachers Workshop

One of the longest-lasting and most successful collaborations is evident in the annual Fall Language Teachers Workshop sponsored over the last thirty-five years by the Department of Modern Languages. The morning workshop brings together area elementary, secondary and university-level language teachers for the consideration of current pedagogical issues. Jean Hindson has remained involved in this workshop for the past eighteen years. The workshops also foster ongoing communication between university and public school foreign language teachers in the area. Moreover, the event has received several UTIC grants to support the integration of speakers from on and off the campus, UW System and other states as well. The programs not only provide professional development for area teachers, but also offer them a forum for sharing their expertise with their fellow teachers and with university faculty. For example, the 2001 program featured area teachers and UWL faculty members. Part of the program included a presentation by Danette Tritch of Logan High School on recent research on the human brain and how it relates to foreign language classroom teaching practice. The presentation was representative of how the AFLT Workshop benefits us all. Danette had been selected to participate in a more extensive workshop at the Central States Foreign Language Conference and was fulfilling her obligation to her grant by taking what she had learned out to her language teaching community. The information she presented proved very enlightening and useful to all teachers. For months after her presentation, Jean Hindson received feedback on how faculty members implemented and continued to reflect on knowledge she shared. The second part of last fall's workshop was on a practical issue: how to increase student involvement and learning in study abroad trips during high school. Dianne Seyler and Beth Bertolotto (French) from Central High School in La Crosse shared the wisdom of many years of combined experience in leading student study tours abroad. The third part of the presentation was a collaborative effort by Barbara Rusterholz and Beth Bertolotto, who shared their work on their trip to Africa (Benin) in connection with a statewide project which involves developing curriculum units based on video and realia gathered during their visit.

Our 2002 workshop will again be a collaborative effort, this time involving Gregg Attleson (Viroqua Middle School and High School), Lynn Rabuse (Melrose-Mindoro High School) and Jean Hindson.

A typical fall workshop attendance is 40-50 people, with some conferences drawing 60-70 or depending on the topic. The workshops nearly always draw from La Crosse (public and parochial), Onalaska,

Holmen, La Crescent, Westby, West Salem, Sparta, Tomah, Viroqua. We have had high school teachers from as far away as Milwaukee. The

mailing list includes foreign language teaching alumni and the other UW-System campuses who occasionally send faculty or pre-service teaching candidates depending on the nature of the workshop. Luther College in Decorah, Iowa and Winona State have also sent faculty to these workshops. UW-L foreign teaching methodology students also generally attend.

Collaboration between Modern Languages and SOTA I (School of Technology and the Arts in the La Crosse School District)

This collaborative project is an outgrowth of Jean Hindson's faculty development leave in the fall of 1995, in support of her ongoing professional development as instructor for the course in Teaching a Second Language, and her role as parent and Executive Steering Council member for SOTA I. Beginning five or six years ago, Jean volunteered her time two hours a week, teaching Spanish to each of the three (now four) classrooms in this multi-age charter school. She worked closely with the SOTA staff in order to integrate thematic content into the Spanish lessons. Several of the SOTA "informances" (presentations to parents and community on what the children are learning) have included foreign language segments. UW-L students have been incorporated into the program as they have expressed interest in either observing or assisting in the teaching, sometimes, short-term, sometimes for an entire semester. Ann Record, Karen Patti, Amber Knack, and Sarah Scofield have all spent an entire semester observing and being mentored in this unique opportunity. In addition, Amber and Sarah took responsibility for teaching the program while Jean was at Dalkeith during the spring of 2001. SOTA I has already requested student teachers with a background in Spanish.

Fall of 2002 marks the third semester in a row that SOTA will have a student teacher in elementary education and Spanish. Jean Hindson is the university supervisor for these student teachers and she also serves as curriculum advisor for any instruction involving these student teachers. This fall, Jean teaches at SOTA (2 hrs, one day a week), supervising Denise Garcia, who is doing her student teaching at SOTA I and will probably have one additional teacher education student, observing and/or assisting in classes. An outgrowth of this program is that Jean is beginning to investigate the possibility of expanding this opportunity for collaboration between the La Crosse School District and pre-service teachers at UW-L as a means to provide more experience and training for future elementary foreign language teachers. There will be a growing need for trained elementary foreign language teachers. Area school districts are also experiencing difficulty in funding foreign language at the elementary school level and have been requesting the support of the teacher education program at UW-L to help fill the gap until more economic

resources allow them to develop a full-fledged elementary foreign language program. Jean has met with Sandy Fuhrman of the La Crosse

School District for some preliminary discussions and has volunteered to serve on the newly formed La Crosse District Elementary World Languages Committee.

Teaching American History

The "Teaching American History" grant in the amount of \$902,000 is jointly funded by the U.S. Department of Education and the National Council for History Education (NCHE) over a three-year period from 2002-2005. These resources were awarded to improve content knowledge in U.S. history through summer colloquiums led by noted historians and to develop a sense of community between history faculty and social studies teachers from middle and high school levels. Working closely with Sue Masterson, curriculum director from Cooperative Education Service Agency #12 (Ashland, Wisconsin) and Karen Murray, curriculum director from La Crosse Public Schools, Professor Dorothy Zeisler-Vralsted from the UW-La Crosse Department of History secured the commitment of 36 public school teachers to join the project. As project director, Professor Zeisler-Vralsted stresses the importance of collaboration between and among public school teachers and history professors in improving the quality of history instruction on both the university and public school levels. A major assumption is that history professors will learn a great deal more about the dynamics of effective history instruction from public school teachers. In turn, public school teachers will gain a deeper understanding about the content they teach through intellectual engagement with professors and noted historians through the grant program. (For further details, see the special website developed for the grant program at <http://www.uwlax.edu/teachhistory>)

Another important outcome of the grant is the integration of National History Day, a program which promotes historical research among middle and high school students.

Joint Grant Initiatives

The Teaching American History grant was made possible through an initiative that symbolizes a special collaboration between UW-La Crosse and the School District of La Crosse. In perhaps one of the most unique collaborations in the state, Colleen Miron was appointed as a grant writer in 2000 with salary support from the two institutions. Since the partnership began she has been responsible for securing approximately \$3.4 million in extramural funding from a variety of state and federal agencies and private foundations. Individual grants have ranged from

\$25,000 to nearly \$1 million. Just a few examples of the successfully funded programs include an extensive after-school program called the La Crosse Community Learning Center Consortium which involves seventeen community partners. Please note the table on the following page, Partners in the La Crosse Community Learning Center Consortium.

Colleen was also successful in securing two Teaching American History grants, an archeology web-course for teachers, and an alternative high school to serve at-risk students. She was also closely involved in securing grant funding for the Strings Program at Hamilton Elementary School, a particularly successful program linking UWL music students with pupils from that school. Faculty from all four UW-L colleges and teachers and administrators from La Crosse elementary, middle, high and charter schools have been involved in submitting a variety of proposals.

Table
Partners in the La Crosse Community Learning Center Consortium

<p>AmeriCorps John Heath 402 North 8th St., P.O. Box 2908 La Crosse, WI 54602-2908 (608) 789-5612 (phone) (608) 785-9939 (fax)</p>	<p>Boys and Girls Club of Greater La Crosse Terry Erickson, Director 1331 Clinton Street, P.O. Box 91 La Crosse, WI 54602-0091 (608) 782-3926 (phone) (608) 782-3933 (fax)</p>
<p>Research Center for Cultural Diversity and Community Renewal Dr. Ron Rochon, Director 235 Morris Hall University of Wisconsin-La Crosse La Crosse, WI 54601 (608) 785-5080 (phone) (608) 785-5082 (fax)</p>	<p>Community Health Options Hamilton Elementary School Family Reading Project (Hmong Literacy) Neal Taylor, Project Director N 2281 Pammel Pass W. La Crosse, WI 54601 (608) 791-4717 (phone)</p>
<p>Coulee Council on Alcohol John Amlaw, Director 921 West Ave. South La Crosse, WI 54601 (608) 784-4177 (phone) (608) 784-6302 (fax)</p>	<p>External Evaluator Research Center for Cultural Diversity and Community Renewal Dr. Matthew Taylor, Psychology Faculty University of Wisconsin-La Crosse Graff Main Hall 331A La Crosse, WI 54601 (608) 785-6450 (phone) (608) 785-8443 (fax)</p>
<p>Family Resources Debra Suchla 122 North 7th Street La Crosse, WI 54602-1897 (608) 784-8125 (phone) (608) 796-0098 (fax)</p>	<p>Hmong Mutual Assistance Association Thai Vue, Director 2613 George Street La Crosse, WI 54603 (608) 781-5744 (phone) (608) 781-5011 (fax)</p>
<p>La Crosse County Health Department Al Graewine 300 4th St. North La Crosse, WI 54601 (608) 785-9872 (phone) (608) 785-9846 (fax)</p>	<p>La Crosse Park and Recreation Department Mike Ulrich, Director City Hall La Crosse, WI 54601 (608) 789-7533 (phone) (608) 789-7501 (fax)</p>
<p>La Crosse Police Department Officer Bob Berndt 400 La Crosse Street La Crosse, WI 54601 (608) 789-7200 (phone) (608) 789-7285 (fax)</p>	<p>La Crosse Public Library Jane Munson 800 Main Street La Crosse, WI 54601 (608) 789-7100 (phone) (608) 789-7106 (fax)</p>
<p>Retired and Senior Volunteer Program Alice Hall 2025 South Avenue, Suite 200 La Crosse, WI 54601 (608) 785-0500 (phone) (608) 785-2573 (fax)</p>	<p>School District of La Crosse Thomas Downs, Superintendent 807 East Avenue South La Crosse, WI 54601 (608) 789-7628 (phone) (608) 789-7960 (fax)</p>
<p>University of Wisconsin-La Crosse Reading Program Associate Professor Carol Kirk 300C Morris Hall La Crosse, WI 54601 (608) 785-8136 (phone) (608) 785-8128 (fax)</p>	<p>Viterbo University Department of Nutrition and Dietetics Associate Professor Carol Klitzke 815 9th Street South La Crosse, WI 54601 (608) 796-3000 (phone) (608) 796-3050 (fax)</p>

An overview of various grant writing activities directed by Colleen Miron reveals an ongoing and broad-based approach to supporting partnerships in La Crosse Public Schools. The table below provides an important framework for examining this fruitful activity.

Grant Progress Report - October 2002

Submitted Grants	Date Due	Request	Amount Funded
FIPSE preliminary proposal - Connecting Content with Pedagogy: Preparing Future History Teachers	2/11/00	\$188,147, 3 years	0
GLBT Building Bridges grant	2/15/00	\$20,000	\$15,000
Alternative Ed Program - DPI grant	3/10/00	\$399,520, 5 years	\$320,000 (5 years)
21 st Century Community Learning Center Department of Education	3/20/00	\$694,900, 3 years	0
Hamilton Strings Program - La X Foundation,	4/15/00	\$30,000 (2 partners), 3 years	\$30,000
Combating Violence Against Women Department of Justice	5/26/00	\$375,000, 2 years	0
MVAC/SOTA II Multimedia Rock Art: 6 Foundations La X Community, G Squared, Kumm Foundation, Bosshard Charitable Trust, Reinhart Family Foundation, Trane Foundation	7/3/00	\$15,584, 2000-01	0
NSF ASCEND Science Education - Preliminary	8/14/00	\$418,701, 3 years	Full proposal not submitted
DPI Child Care Grant *(minor organizational assistance)	8/28/00	\$30,000	\$30,000+
DPI Charter School Implementation Grant	9/22/00	\$99,500, one year	\$90,000
Rotary Brain Game Project (three prong application sent to Rotary Foundation, Gundersen Lutheran Foundation, and Franciscan Skemp Foundation)	10/6/00	\$22,379, one year	\$22,379
NEH National Education Programs: Curriculum Development and Demonstration Wegner/Vralsted History Education Pilot Program	10/15/00	\$189,902, 3 years	0
MVAC Web Class for Teachers	10/31/00	\$92,471, 3 years	\$81,250
MVAC Web Museum	11/1/00	\$15,000	0
21 st Century Community Learning Center - DOE Hamilton, Jefferson, Logan	3/30/01	\$970,995, 3 years	\$970,995
DOE History Education (Zeisler-Vralsted, CESA 12, NCHE)	7/23/01	\$902,083	\$902,083
Dubna Environmental Studies (Rockefeller and AT&T foundation approx. \$149,000 each)	Winter 2002	\$149,000	0
PK-16 - Sudha/Physics	11/01	\$111,000	0
UW Eisenhower - Physics	10/01	\$21,631	0
Appropriations Request to Herb Kohl Dubna Environmental Studies	2/02	\$209,603	
Comprehensive School Reform - 3 separate applications	3/1/02	\$1,095,502	0
DOE History Education (Zeisler-Vralsted)	6/3/02	\$876,372	\$876,372
Mass Communications Partnership (several applications to foundations - budgets ranged from \$20,000 to \$65,000 depending on the organization)	7/02	\$20,000-\$65,000	
Totals		\$6,992,290	\$3,338,079

School Psychology: Professional Exchange

Betty Miller to Job Swap for the 2002-2003 School Year by Bob Seaquist for the Onalaska Community Life Newspaper

An Onalaska school district school psychologist will trade places with a University of Wisconsin-La Crosse assistant professor of school psychology next year so both become better at their jobs. School psychologist Susan Wabaunsee and UW-L assistant professor Betty Miller will switch hats, Miller working full-time with children at Eagle Bluff Elementary, Wabaunsee teaching 12 credits of university classes and supervising student practical experiences at UW-L. When I asked her she looked at me like I was crazy," Miller said. Both women see the benefits of taking their skills to the other situations but found it did not give her an effective experience, and she felt it stretched her too thin. She talked with her department chair about getting experience, and then with her job, and at year's end, returning to their own position in better shape.

"You learn best when you have to teach," says Wabaunsee, explaining her interest in teaching prospective school psychologists at the university. "It is frightening to me and invigorating," she says. Miller, who suggested the exchange as a way to gain professional development, wants her first experience practicing school psychology. "It is nice to teach at the university, but it is hard to get a sense for day-to-day work in the schools without actually doing it," she says. Miller tried practicing her craft part-time in a couple of situations but found that it did not give her an effective experience, and she felt it stretched her too thin. She talked with her department chair about getting experience, and then with her dean, John Magerus of the university's College of Liberal Studies.

School Psychology: Program Overview

Since the inception of the School Psychology Program in 1969, there has been collaboration with numerous schools in the Coulee Region. The School Psychology Program is a 60 graduate hour program housed in the College of Liberal Studies. Graduates of the program provide school psychological services in school districts and related agencies around the nation.

Field experience is a vital component of the School Psychology Program curriculum. Students accumulate 750 to 1000+ hours of field experience during three semesters of school psychology practica in area schools. In the schools students complete such tasks as psychoeducational evaluations, academic and behavioral interventions, needs assessments, counseling, and consulting

while under the supervision of district school psychologists. The role of school psychology practicum students is similar to that of student teachers.

Staff and students in collaborating districts have benefited from this relationship. District school psychologists, in particular, benefit from the assistance that graduate students provide with casework. Supervisors also benefit from the professional updating they receive from the students. The significance of the supervisor-student relationship is recognized by state agencies and national professional organizations, as they grant professional development hours to school psychologists who supervise students. Teachers benefit from the consultation and interventions provided by graduate students. District staff also benefit from the completion of relevant needs assessment projects and thesis research projects. The quality of graduate student work is respected by school districts, as evidenced by the fact that students are often employed by districts on an emergency license basis.

As many as 24 students per year are placed in area schools. Approximately, 6 of them are in the La Crosse District. Nearly every district within a one-hour commute from La Crosse has had school psychology graduate students at one time or another. Numerous Minnesota districts have been served as well. Among the school districts involved are the following:

Melrose/Mindoro
West Salem
La Crosse
Viroqua
Holmen
Onalaska
Cochrane-Fountain City
Westby
Kickapoo
Ontario
Winona
Spring Valley
Bangor
Galesville
La Crescent
Caledonia
Cashton
Arcadia
Sparta
Rushford-Peterson
St. Charles

Mississippi Valley Archeology Center (MVAC)
Archaeology Education Program
Services and Involvement With Local Schools

Mississippi Valley Archaeology Center (MVAC) is a not-for-profit research and education outreach organization located on the UW-La Crosse campus. MVAC's Archaeology Education Program provides opportunities for pre-collegiate teachers, pre-K to 12 students and the general public to be introduced to and involved with scientific investigations and cultural resource preservation. The program offers classes for youth and teachers, field schools for teachers, middle school students to adults, workshops for teachers and families, lectures, tours of archaeological sites, and an annual Artifact Show.

MVAC Services for Educators

One goal of MVAC's Archaeology Education Program is to provide accurate, up-to-date information on the archaeology and early people of the Upper Mississippi River Valley and related topics to area educators. A variety of opportunities have been developed so teachers at the local, regional and national levels have access to the data.

- Presentations, archaeological tours and in-service workshops
- Resource materials for classroom use
- Museum displays available to teachers and students including Riverside Museum, UW-L Campus, Perrot State Park (Trempealeau), Fort Crawford Museum (Prairie du Chien)
- Web site with teacher information
- Newsletter with information designed specifically for teachers
- Credit classes specifically designed for teachers:
 - ARC 490/590 Archaeology for Teachers
 - ARC 491/591 Archaeology Field School for Teachers
 - ARC 492/592 Archaeology Analysis Procedures for Teachers
- Participation in professional teacher conferences including:
 - Western Wisconsin Educational Conference
 - Northwestern Wisconsin Education Association
 - Wisconsin Education Association Council Convention

2001-2002 MVAC Projects with Specific Schools, Districts or Agencies Student Participation in Archaeology

During the 2001-2002 school year, the Archaeology Education Program has involved pre-collegiate students in ongoing archaeological research through the Junior Archaeology Program, which began in 1996. This is a cooperative effort between city and county agencies, schools and Mississippi Valley Archaeology Center. The goal of the program is to involve pre-collegiate students in identifying cultural materials prior to possible future development. The program also increased the awareness of local students to the rich archaeological heritage of the area while illustrating the importance of preservation. This is an ongoing project and we look forward to doing additional testing in future years. MVAC Archaeology Education staff member Jean Dowiasch and/or MVAC staff archaeologists supervise student fieldwork experiences. MVAC youth archaeology classes, field schools and field experiences, the volunteer field survey and school field trips all helped to identify and investigate archaeological sites throughout the year. This past year students helped at a number of sites including:

- Logan Middle School shovel tested at Sugar Creek Bible Camp
- Hamilton Elementary School shovel tested at 9th and Redfield Streets, La Crosse
- Onalaska Middle School shovel tested at Meier Far,
- Longfellow Middle School surveyed at Gilster/Van Wormer site in West Salem
- Emerson Elementary School shovel tested and surveyed at Meier Farm
- School on the River (Longfellow Middle School) shovel tested and surveyed at Meier Farm, Onalaska
- Lincoln Middle School, shovel tested and surveyed at Meier Farm, Onalaska
- SOTA I School, shovel tested at Perrot State Park
- North Woods Elementary, Phase II at Perrot State Park

•Regional School Districts involved with MVAC

Since its creation in 1982, MVAC has encouraged staff to educate local school children about the area's prehistory. With the formalization of the Archaeology Education Program in 1990, a concentrated effort has been placed on this aspect of MVAC's mission statement.

This past year MVAC has provided classroom resources, presentations, laboratory tours, and/or fieldwork opportunities to classes from the following school districts and related programs:

Arcadia Catholic School
Bluff View Montessori, Winona, MN
Caledonia (MN) School District
Cathedral School, La Crosse
Clinton School District
Coulee Montessori, La Crosse
Elroy Elementary School
Galesville-Ettrick-Trempealeau School District
Girls in Science, UW-La Crosse
Green Lake School District
Holmen School District
Immanuel Lutheran School, Wisconsin Rapids
Kickapoo Area School District
La Crescent (MN) Montessori Academy
La Crescent (MN) School District
La Farge School District
Mabel-Canton (MN) School District
Melrose-Mindoro School District
Onalaska School District
Rice Lake School District
Southwestern School District, Hazel Green, WI
Sparta School District
St. Charles Catholic School, Genoa
St. Peter and Paul Schools, Independence
Three Rivers School, La Crosse
Viroqua School District
Westby School District
Wisconsin Center for Academically Talented Youth, Madison

•La Crosse School District

For the past eleven years the School District has provided funds to elementary and middle schools in the district to use the services of MVAC's Archaeology Education Program. This program started when the district received an Eisenhower Professional Development Grant which provided a class, field school and resource materials. For the past ten years, MVAC has provided classes for the La Crosse School District's 2002 Summer School Program, including three during the summer of 2002.

Grants for Teacher Training, Resources, Scholarships

Funding of the the Archaeology Education Program comes from MVAC memberships, MVAC's Endowment Fund, the United Fund for the Arts and Humanities, contracts, fees and grants. As MVAC receives no state funding, grants are an important addition to the education budget. The following grants have been awarded within the last year.

- Eisenhower Professional Development Grant (currently beginning the second year of a three year project). Training a core group of twelve teachers who will then create a web-based course and supplemental materials for other teachers.
- UW-L Foundation - Matching Funds Program (since 1994). Provides funds (dollar for dollar match) for teachers to use the services of MVAC's Archaeology Education Program.
- Various Grants: MVAC has received numerous grants that were designed to create displays, expand the content material on our web site and/or to enhance our resources for classroom usage.

UW-L Foundation

UW-L CLS Summer Research Grant

UW-L Faculty Development Grant

UW-L Plan 2008 Diversity

- Scholarships for students to attend MVAC's 2002 summer camps came from a grant from the UW-L Foundation and private donations.

Evaluation

During 2001-2002, as in previous years, the Archaeology Education Program received excellent ratings from the individuals that used its services. In a scale of 1-5 with 5 being excellent and 1 poor, presentation and office staff received a 4.9 while resources received a 4.7. One hundred percent of those users of the program's services stated that they would use the Archaeology Education Program services again.

Surveys were distributed at MVAC's Field Schools and Experiences. Survey results assist MVAC when making programming and advertising decisions.

Benefits of the Program

The public and teachers working with the Archaeology Education Program have provided an immediate and positive impact not only in the understanding and preservation of the area's archaeological record but also in archaeology education. The public, students and teachers continue to assist in the discovery and recording of previously unknown sites. Teachers also actively participated in archaeology while encouraging others to become involved, as well as acted as an instrument to encourage lifelong interest in archaeology and the area's rich cultural past.

The Archaeology Education Program expects to see future positive results when current students become the landowners, taxpayers and voters. However, we are also seeing that our public outreach activities are having an immediate impact. Outreach activities such as the Junior Archaeology Program, Field Schools and Volunteer Field Survey help the staff identify new sites and

learn more about known sites. The Artifact Show helps bring MVAC and its mission to numerous community members, as well as affords archaeologists and others the opportunity to view artifacts from sites that might be otherwise inaccessible. Lectures and classes help individuals learn more about the science of archaeology and the pre-European people of the area. Displays at Riverside Museum, the Archaeology Center and Laboratory and others around the community constantly present the rich cultural history of the area to a varied audience. All of the benefits are difficult to document, however, it is the belief and mission of MVAC and the Archaeology Education Program that the outreach offerings do, and will continue to result in positive impacts on the area's cultural resources now and into the future.

Table
MVAC Summer Programs 2002
Enrollment by Wisconsin Towns

Appleton	1
Bangor	1
Coon Valley	1
Galesville	1
Germantown	1
Holmen	4
La Crosse	71
Madison	1
Marinette	1
Monona	1
Mt. Horeb	1
Necedah	2
Onalaska	2
Saukville	1
Shell Lake	1
Steuben	1
Trempealeau	2
West Salem	1
Mason City, IA	1
La Crescent, MN	1
Rochester, MN	1
Spring Grove, MN	1
Shepherdstown, WV	<u>1</u>
Total	99

College of Business Administration

The Center for Economic Education

Beginning in 1992, UW-La Crosse opened a Center for Economic Education, one of ten such centers located on university campuses across the state. In working with K-12 teachers in western Wisconsin, the Center for Economic Education advances several goals, the most important of which are to advance a greater understanding about how the economy works, help citizens make informed choices as employees, managers and consumers and make Wisconsin's businesses more competitive in today's global economy. The Center for Economic Education is part of the Wisconsin Council for Economic Education (WCEE) which offers a website at www.economicswisconsin.org George Langelett, director of the Center from 1999-2002, was a professor of economics who holds a cluster appointment with the departments of economics and educational studies. UW-La Crosse provided release time for the director to carry out activities in the school districts of western Wisconsin. Among the most important of the Center's activities was an annual teacher workshop, "the stock market" game, which prepares teachers from a variety of curriculum programs including math, Gifted and Talented and social studies to participate in a competitive ten-week program designed to teach students about the dynamics of the stock market through investing in stocks. Courses in economic education providing curriculum development and content knowledge about economics concepts are also offered to teachers with partial tuition support from WCEE. Focused conferences on economic issues are also sponsored by the Center and planned for the benefit of educators. The Center for Economic Education has formal relationships with CESA #4, the Western Wisconsin Education Association, the Wisconsin Council for the Social Studies, the Wisconsin School to Work program and the Wisconsin DPI Technology Education program. A good example of another form of collaboration took place in October of 2001 when the Center participated in the West Salem Middle School political experience. Professor Langelett led a discussion with seventh graders on the impact of September 11th on the lives of middle schoolers with an emphasis on economic factors.

Office of Continuing and Extended Education

The Office of Continuing and Extended Education (CEE) provides educational links between the campus and the school community by offering professional development opportunities for area educators. CEE does not do this as a lone entity, but partners with UW-L campus faculty and departments. Partnerships extend the instructional, research and public resources of UW-L to educators and school districts in western Wisconsin communities and other parts of the state. UW-L and CEE offer professional development opportunities that assist the school professional in career changes and advancement, keeping up-to-date in the latest school related issues and trends, receiving professional information in education, and responding to economic changes in education. UW-L credit and non-credit courses, workshops and conferences are all designed to enhance the professional development of the preK-12 educators in and out of the schools. Many of the partnerships articulated in this report are made possible through the supportive efforts of the CEE.

College of Health, Physical Education, Recreation and Teacher Education

HEALTH EDUCATION

UWL/Carthage College Partnership

This partnership has been in place for approximately three years. Collaborative efforts are designed to provide Carthage College students majoring in Physical Education with a minor in School Health Education, enhancing their employability and foundation for teaching school health education in the PK-12 arena. Second, the partnership allows current teachers from the region, to become certified to teach school health education. Currently, Dr. Leslie Oganowski, UW-La Crosse, and Mary Secor, Carthage College, are overseeing this partnership. Limited resources, financial (marketing) and human, and UWL credit policies are potential limiting factors. Flexible scheduling (summer and weekends during academic year) facilitates the effort.

PK-12 School Health Education Curriculum Reviews

Every semester UW-La Crosse senior School Health Education majors, under the guidance of Dr. Leslie Oganowski, evaluate and make recommendations regarding a school district's health education curriculum. These projects have been underway since the earlier 1990's and utilize a different school building each semester as part of the teacher education course titled,

"Application of Curriculum Processes and Instructional Techniques." These opportunities are facilitated by the students' willingness and eagerness to learn and grow and the class size (approximately 12). This program provides developmental experiences for pre-service school health education teachers, and assists school districts with evaluation of school health curriculum.

Violence Intervention and Prevention (VIP) Institute

During June 20-22, 2002, the Fourth National Violence Intervention and Prevention (VIP) Institute was held at the University of Wisconsin-La Crosse. Offered on a biennial basis, the VIP Institute attracts a wide array of professionals, to include health educators, community action leaders, counselors, law enforcement professionals, clergy, shelter workers, health professionals, social workers, and educators. The focus was on youth and families, and how community-based professionals can address the complex web of violence and its impact on society. Keynote presentations on Thursday evening, followed by morning keynotes on Friday and Saturday were coupled with skill-building breakout sessions.

Among the goals planned for VIP are the following:

1. Review the range of factors that serve as actual and potential conditions to violence among youth and within families;
2. Explore, experience and evaluate violence intervention and prevention strategies that have positive impacts;
3. Develop skills related to violence intervention and prevention;
4. Identify major barriers that could interfere with intervention and prevention efforts;
5. Identify local, regional and national resources that support violence prevention;
6. Identify elements of successful coalition building.

First offered in 1996, the biennial VIP Institute is national in scope in addressing the complex web of violence and its impact on society. Through keynote presentations and skill-building breakout sessions, the Institute addresses current and emerging issues, successful prevention and intervention strategies, and government's role in violence prevention. The Institute is designed to enable individuals and community-based teams to interact during the event in order to share best practices and to plan for next steps to be taken upon their return to their

communities. This year the keynote presentations addressed: *Raising Resilient Children* by Dr. Robert Brooks, Harvard University; *Keeping Schools Safe: Beyond Metal Detectors and Conflict Resolution* by Dr. Lisa Cohen Barrios at the CDC; *Community-Based Human Development: Promoting Safe and Healthy Communities* by Dr. Marc Mannes of the Search Institute; and *Imagine! A Violence-Free Community* by Anne O'Dell. Dr. Leslie Oganowski addressed Connecting Communities for Action.

School-Related Participant Data:

- Janesville School District
- Grand Rapids, MN School District
- Coulee Catholic Schools
- Alexandria District 206
- Triton Public Schools
- Black River Falls High School
- Caledonia Area Elementary School

The development of the 2002 VIP Institute was guided by a Steering and Planning Committee with membership from diverse backgrounds:

- Gary D. Gilmore, MPH, Ph.D., CHES, Chair
University of Wisconsin-La Crosse and University of Wisconsin-Extension
- Kari Etrheim
Olmsted County Public Health Service
- Carrol Hunder
Cooperative Education Service Agency #4
- Chief Edward Kondracki
La Crosse Police Department
- Scott Mihalovic
Principal, La Crosse Logan High School
- Doug Mormann
Director, La Crosse County Health Department
- Sgt. Sally Newman
La Crosse Police Department
- Tracy Noyes
Marketing Director, Continuing Education and Extension, UW-La Crosse
- Leslie Oganowski, Ph.D.
Department of Health Education and Health Promotion,
UW-La Crosse
- Ann Quinlisk
Director, La Crosse Domestic Violence Intervention
- Lt. Raj Ramnarace
La Crosse Police Department
- Scott Rohde
Director, Protective Services, UW-La Crosse

Penny Tiedt

Assistant Director, Continuing Education and Extension, UW-
La Crosse

Susan Wiese

Director, Coulee Region Mediation and Restorative Justice,
Ltd.

EXERCISE AND SPORT SCIENCE

The Department of Exercise and Sport Science (ESS) has established collaborative partnership programs with the public schools that enhance PK-16 relations. These programs are part of our teacher education program, which certifies students in Physical Education for K-12. The programs are as follows:

Clinical Partnerships

This program is conducted with both the La Crosse and Holmen School Districts. Our Department funds a graduate assistantship for each district, whereby, a graduate student is assigned to teach with a certified physical education instructor each day for one half a school day. The instructor (our partner from the school district) is then free to instruct in university teaching preparation classes, supervise UW-L clinical education students, or substitute for other instructors to conduct guest lectures in UW-L classes. Both the public school partner and the university graduate assistant are cooperatively chosen by the ESS Department and the school district personnel. The program provides enhanced instruction for our students (future teachers) and professional development opportunities for the school district staff.

Leadership Alternative School

There is an alternative school in La Crosse, that several school districts, within a fifty-mile radius, send students. These students are unsuccessful in the regular educational setting and need a more structured setting in which to succeed. The UW-L Special Physical Education graduate program (within the Department of Exercise and Sport Science) provides physical education classes for this program. The graduate students provide two classes per week during the school year. This allows the public school students to receive their physical education high school credits. The classes are conducted on the UW-L campus. Our students benefit by being able to teach alternative school students, learning how to best program and best methods. The public school program benefits by having good facilities and instruction to earn school credits for their students

In addition, for the 2001-2002 academic year, The ESS Department and the La Crosse School District engaged in an exchange program. One of their full time teachers spent the school year as a member of our staff and we hired a first year teacher as a one-year replacement for the school district program. We benefited from their teacher being able to share his expertise with our sophomore and junior teacher education students and the district benefited from the professional development that their teacher received.

Clinical Partnerships

Clinical partnerships represent a very important collaboration for the Department of Exercise and Sport Science (ESS) and two area public schools systems. This program is conducted with both the La Crosse and Holmen school districts. ESS funds a graduate assistantship for each district. The graduate student is assigned to teach with a certified physical education instructor each day for one half a school day. The instructor, our partner from each school district, is then free to instruct in university teacher preparation classes, supervise UW-La Crosse clinical education students or substitute for other instructors in the public schools to conduct lectures in UW-La Crosse classes. Both the public school partner and the university graduate assistant are cooperatively chosen by the ESS Department and school district personnel. The program provides enhanced instruction for our students as future teachers as well as professional development opportunities for school district staff. Key figures in this collaboration include Professor Pat DiRocco, chair of the ESS Department at UW-La Crosse, along with Jerry Berns, the curriculum director for health education and physical education for La Crosse Public Schools and Bernie Ferry, the principal at Holmen High School.

Evaluation of Student Performance Based Instrument

With support from a Professional Development Grant initially secured in 2001-2002, grant co-chairs Jim Batesky and Jeff Steffen joined colleagues Sue Barnd, Ray Martinez, Manny Felix, Mandi Anderson, and Nancy Schmitz to systematically field test a performance-based evaluation instrument. This instrument would replace the physical education program's current student teacher evaluation instrument published by Phi Delta Kappan International. The performance rubric, originally developed by Ball State, relates ten nationally accepted teaching competencies with four levels of performance. This collaborative project will bring together faculty from physical education and the School of Education as well as cooperating teachers from the public schools in Sparta, La Crosse, Holmen, and Onalaska. Systematic performance-based data collection is at the heart of the process. The ultimate purpose of the

program is to evaluate the feasibility of implementing a performance based observation system for the student teaching experience linking input from university and public schools.

ESS 327: Methods of Elementary Physical Education for the Classroom Teacher

Lori Petersen teaches two class sections once a week on campus for lecture and once a week for two hours at Mt. Calvary Elementary School, a private school with no physical education. Students practice teaching skills with students in preschool through 5th grade. A variety of units are presented during ten weeks of instruction at the school. Lori has been involved with Mt. Calvary for the past five years. Alan Freeman, a previous instructor, was already actively engaged with this private school about twelve years before that. The classroom teachers bring their students to the gym and our pre-service teachers serve as their physical education instructors on Wednesday afternoons and Friday mornings. The students at UWL benefit by practicing their teaching skills with elementary students. UWL has the use of a full size gym at Mt. Calvary. The school is located one mile from campus on 16th street. Benefits to Mt. Calvary benefits include a variety of teaching units, equipment supplied by UWL students who check it out and bring it over, and a quality physical education program supervised by an elementary specialist. Through this methods course, 5-6 teachers and 80-100 students are served at Mt. Calvary Grace Elementary School per year.

Moreover, in cooperation with the Office of Continuing and Extended Education, Exercise and Sport Science graduate courses were offered during the 2001-2002 academic year in La Crosse, Kaukauna, Pewaukee, Bayfield, and Beaver Dam. Total enrollment for the 14 courses was 275. ESS offered complete master's programs at Kaukauna and Pewaukee.

National Girls and Women In Sport Day

The National Association for Girls and Women in Sport (NAGWS) is a national organization committed to being the premiere group dedicated to addressing issues and promoting opportunities for all girls and women in sport. As a branch of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the mission of this organization is to develop and deliver equitable and quality sport opportunities for ALL girls and women through relevant research, advocacy, leadership development, education strategies, and programming in a manner that promotes social justice and change. The primary goals are to increase programs and services, cultivate an active, involved, knowledgeable, and diverse membership population,

increase and diversify funding sources and opportunities, and develop and increase involvement at the grassroots level.

Nearly 100 young girls from the La Crosse, La Crescent, Onalaska and Holmen school districts participate in the annual UW-L National Girls and Women in Sport Day celebration. Typically over 40 UW-L women student-athletes and coaches serve as clinicians while participants spend a day in a variety of sporting opportunities and educational sessions. A committee of twelve UW-L graduate students and faculty from the Department of Exercise and Sport Science and Athletics serve as the organizers of this event. On Saturday, February 8, 2003, UW-L will host its 12th celebration for girls and women in sport by hosting a clinic prior to the Women's Basketball game. Participants will receive clinic and game admission, t-shirt, pizza and pop.

UWL Adventure Program

The mission of the UWL Adventure Program is to provide safe, educational, and recreational adventure programming for the university community and the Coulee Region. The safety aspect of adventure involves both physical and emotional safety. Outdoor pursuits is the name of the game around the Coulee Region and we hope to facilitate adventure as recreational and FUN! Our priorities remain to the UWL student population and elementary and middle school aged children in the region. The Adventure Program provides tremendous practical teaching experience for the entire UWL student based staff. Staff positions include belayers, supervisors, and facilitators.

The UWL Adventure Program was created in 1995 and fell under the Recreation Sports Program. The program initially began with the outdoor Marsh Quest Ropes Course and the Mitchell Hall Climbing Wall. The program has been coordinated since 1997 by Tim Fader. Indoor ropes course elements have been added since 1998 as well as a new accessible outdoor ropes course. We have tried to make our program as universally accessible as any in the country. In 2001, the Adventure Program was added to the Exercise and Sports Science Department. This was done to streamline the goals and mission of the program with those of the ESS program. In 2001-2 over 200 groups with nearly 5000 participants called upon the UWL Adventure Program.

Below is the breakdown of groups, usage, and participant count for the 2001-2 school year.

Table
Adventure Emphasis at UWL since July 1, 2001

Group	Description of Activity	Participants
NYSP	Canoe, Climbing, Ropes Course (5 weeks)	240
Focus House	Canoe, Caving, Fly Fishing, Climbing, Ropes Course	35
UWL Volleyball Camp	Climbing	20
Upward Bound	Climbing	40
UWL Gymnastics Camp	Climbing	20
Nicklaus Martial Arts	Climbing	40
Sparta Boys & Girls Club	Ropes Course	10
Logan HS	Ropes Course	18
YMCA	Climbing	22
Rec Staff	Canoeing	45
Aquinas Volleyball	Ropes Course	12
Wizger BD party	Climbing	10
UWL Soccer	Ropes Course	24
UWL Volleyball	Ropes Course	22
WWTC OTA/PTA	Ropes Course	22
WWTC Volleyball	Ropes Course	20
END OF THE SUMMER		
Lincoln Middle	Ropes Course	44
Nicklaus Martial Arts	Ropes Course	9
Newman Center	Ropes Course	10
UWL Military Science	Ropes Course	40
UWL Swim Team	Ropes Course	50
Roosevelt Elem	Climbing	48
WWTC Class	Ropes Course	20
UWL Res Life	Ropes Course	20
WWTC OTA	Ropes Course	15
Lincoln Boys & Girls Club	Climbing	20
UWL Res Life	Ropes Course	20
Sparta Middle	Ropes Course, Climbing, Team Building	250
Chamber of Commerce	Ropes Course	33
Youth Leadership		
UWL Sport Admin Class	Ropes Course	23
Sparta Area Independent Sch.	Ropes Course	24
UWL Res Life	Ropes Course	15
African American Tutoring	Climbing	30
Tomah Alternative	Ropes Course	45
UWL Res Life	Ropes Course	20
UWL Track	Ropes Course	18
Tomah High School	Ropes Course	40
Family & Children's Center	Climbing	14
Big Brother Big Sisters	Ropes Course	20
Boy Scouts	Belay School	15
Adams H S	Ropes Course	16
Girl Scouts	Climbing	10
UWL Ski Team	Ropes Course	8
Boy Scouts	Devil's Lake Weekend Rock Climbing	15
The Another Way Program	Climbing	12
Hmong Assistance	Climbing	30
Manitowoc High S	Devil's Lake Weekend Rock Climbing	22
Onalaska High S	Climbing	22
UWL Motor Development	Climbing	30
Caledonia Middle	Climbing	18
Reed BD party	Climbing	6
West Salem High	Ropes Course	12
Aquinas Ski Team	Climbing	21
Quinn BD party	Climbing	4
Holmen Wrestling	Climbing	30
Adventure Day	ACCESSIBILITY seminar	35
Kerka BD party	Climbing	10
Prarie du Chien H.S.	Climbing	38
Kohler-6 th grade	Climbing	14
Holmen Middle	Climbing	33
Weebolos	Climbing	6
La Crescent Boys & Girls Club	Climbing	6
Fink BD party	Climbing	15
Bangor H S	Climbing	22
Cub Scouts	Climbing	20

Riverdale HS	Ropes Course	10
Brownies	Climbing	16
Aquinas Middle	Climbing	20
National Girls & Womens Sport	Climbing	20
Nicklaus BD party	Climbing	5
Reedsburg H S	Climbing	46
Faith Baptist	Climbing	10
Logan Girls Hockey	Ropes Course	14
Larry Terry's Youth Group	Climbing	16
UWL Gifted Students	Climbing	60
Wesley United Methodist	Climbing	8
WWTC Class	Ropes Course, Team Building	11
UWL Rec Therapy	Climbing	40
Upward Bound	Climbing	20
As of March 15, 2002	TOTAL	2204
Lund BD Party	Climbing	15
Logan HS Tennis	Climbing	20
COC youth leadership	Climbing	33
Franciscan Skemp	Climbing	10
Cooper BD party	Ropes Course	10
WSU class	Indoor Ropes Course, Climbing	30
West Salem/Bangor	Climbing	10
Logan HS softball	Ropes Course	20
Tomah HS	Ropes Course	40
Franciscan Skemp	Climbing	7
Central Softball	Ropes Course	30
Trowbridge Hall	Ropes Course	20
St. Francis Confirmation Cl. (Superior, WI)	Ropes Course	15
Hutch Hall - UWL	Ropes Course	20
Franciscan Skemp	Climbing	10
DeSoto Schools	Ropes course/climbing	45
Northwoods Elementary	Climbing	n/a
Onalaska HS	Ropes Course	23
Crucifixion School	Climbing	30
Michelle Harper	Ropes Course	8
Cashton Schools	Climbing	18
Another Way	Climbing	10
Girl Scouts	Indoor Ropes Course	7
Dells HS	Ropes Course	20
FCC Holmen	Climbing	10
Independence Pub. Schools	Ropes Course	20
Holmen Special Education	Ropes Course	20
Forest City, IA HS	Caving, Ropes Course	15
River Ridge MS	Climbing	40
Evergreen Peer Helpers	Climbing	27
Tully BD Party	Climbing	10
St. Mary's Caledonia	Ropes Course	37
Gundersen Lutheran	Climbing	5
Tomah HS	Teambuilding	15
Emerson School	Climbing	30
Church of Latter Day Saints Youth Group	Climbing	12
Tomah	Ropes Course	40
Emerson School	Climbing	30
Logan MS	Ropes Course	44
Logan MS	Ropes Course/Climbing	45
HPR 105 UWL	Climbing	44
Winona	Climbing	30
Ridgeway Schools	Climbing	50
WWTC	Climbing	15
Rochester Public Schools	Ropes Course	12
Multicultural Student Serv.	UWL Climbing	16
Fort McCoy	Ropes Course	35
UWL PT class	Ropes Course	15
NYSP	Ropes Course	35
Multicultural Student Serv.	UWL - Climbing	16
Cardiac Rehab UWL	Ropes Course	15
UWL Adventure Camp	Ropes Course	20
NYSP	Ropes Course	35
Workforce Connection	Ropes Course	10
NYSP	Ropes Course	35

St. Francis	Ropes Course	15
NYSP	Ropes Course	35
UWL Adventure Camp	Ropes Course	40
NYSP	Ropes Course	35
NYSP	Ropes Course	35
NYSP	Climbing	35
Central HS summer school	Ropes Course, Orienteering	60
NYSP	Climbing	35
Central HS summer school	Ropes Course and Orienteering	40
Young Scholars	Climbing	30
Young Scholars	Climbing	30
Young Scholars	Climbing	30
Young Scholars	Climbing	30
Young Scholars	Climbing	30
Focus House	Caving	25
Focus House	Ropes Course	25
Focus House	Canoeing	25
Focus House	Fly Fishing	25
Focus House	Climbing	25
UWL Volleyball Camps	Climbing	20
NYSP	Climbing	35
UWL Volleyball Camp	Climbing	20
Logan HS Summer School	Ropes Course, Climbing	60
NYSP	Climbing	35
UWL Volleyball Camp	Climbing	20
NYSP	Climbing	35
NYSP	Climbing	35
Tomah Boys & Girls Club	Ropes Course	20
West Salem Park & Rec	Climbing	15
Wisconsin Dells HS	Ropes Course	10
UWL Volleyball Camp	Climbing	15
Wisconsin Dells HS	Climbing	10
LAX YMCA	Ropes Course	40
St Francis	Ropes Course	15
WWTC	Climbing	15
LAX YMCA	Climbing	40
Nicklaus Martial Arts	Ropes Course	20
Holmen Tennis	Ropes Course	25
Viterbo RA staff	Ropes Course	19
Forest City IA HS	Ropes Course, Caving	15
LAX YMCA	Climbing	40
Aquinas HS volleyball	Ropes Course	10
	Total	4612

The Adventure Program has carried a staff of about thirty UWL students for the past 5 years. In addition, adventure has been offered in numerous ESS 100 Activity classes as well as the Adventure concentration in the Masters Pedagogy program. An important goal is to continue offering safe programming and

Special Populations Programs (SPP)

The Special Populations program at UWL consists of an array of university-based, community-wide programs offered through the Department of Exercise and Sports Science. The primary mission of the SPP is to offer a variety of quality physical activity and recreation programs to many individuals representing a wide array of disabilities and ages. Modified instruction in specific physical activities is provided to participants within the SPP who may not be able to meaningfully participate in the general community. Further, the SPP also serves as an interdisciplinary professional preparation site primarily for pre-service students in physical education. However, student

majors from special education, physical therapy, occupational therapy and other academic areas also participate in our programs. Since it's inception over 25 years ago, the SPP has established itself as a vital partnership between UWL and the Coulee Region.

The SPP was established over 25 years ago by Professor Lane Goodwin. He was very skillful in procuring teacher preparation program funds from the then named Bureau of Education for the Handicapped, now known as the Office of Special Education and Rehabilitation Services. The SPP now consists of the following major programs: Motor Development Program, Adult Therapeutic Physical Fitness Program, Leadership Program, Adapted Aquatics Program, Unified Special Olympics, and the UWL Summer Bike/Adventure Camp.

Programs with school district partnerships:

The Wednesday Adapted Aquatics Programs serve approximately 15-20 children and youth with cognitive and/or physical disabilities from Harry Spence Elementary School (La Crosse School District) every Spring semester as part of the ESS 233 course (Methods of Adapted Aquatics). UWL special PE student majors (~20/spring semester) in the ESS 233 course plan, assess, implement, and evaluate individualized and group adapted aquatics programs for students who receive special education services. The program is supported by the district by providing transportation and teacher/paraprofessional resources which include: 1 adapted PE instructor, 2 special education (CD) instructors, 1 school physical therapist, and 4-5 teacher assistants.

The Friday Adapted Aquatics Programs take place throughout the fall and spring semesters, students in the undergraduate special PE concentration (~10/semester), as well as other students throughout the physical education teacher education program (~5/semester) plan, assess, implement, and evaluate individualized and group adapted aquatics programs for students who receive special education services from the West Salem and Holmen Public Schools. Approximately 10 elementary students and 15 secondary students with varying disabling conditions are serviced each semester. School district support includes transportation to the university as well as 1 adapted PE instructor, 2-3 special education instructors, and 4-5 teacher assistants.

The Leadership Program represents a partnership between the SPP and the LaCrosse School District. Graduate (~4/semester) and undergraduate students (fluctuates 1-3/semester) provide the physical education program for at-risk students (~12-16) enrolled in the Leadership School. Activities focus on functional lifetime sport and recreation, experiential education, and communication, cooperation, and problem-solving.

In our other programs, we often times "connect" with teachers from public schools on an individual basis (as in a consult type of situation), but not as a formal program.

Recreational Management and Therapeutic Recreation

Arts for All

Arts For All is an inclusive activity designed by Dwayne Szot, an artist based in Superior, WI. The program challenges participants and fosters creativity through the use of alternative art tools. The tools are specially designed so that participants with limited movement or lack of fine motor skills can be successful. Arts for All incorporates the use of one's wheelchair, walker, legs, or arms as part of the artistic experience. Individuals participate at their own level of ability, creating prints, painting, and chalk art.

The Cooperative Educational Service Agency (CESA4) of West Salem contracts with Therapeutic Recreation students at the University of Wisconsin-La Crosse to bring the Arts for All program to area schools. Students set up materials to be transported to the schools, travel to the schools to set up, facilitate, and clean up the programs, and solicit and collate evaluations for each session. The partnership between CESA4 and UWL has been in effect since 1999. Student volunteers facilitated five programs in 1999-2000, seven programs in 2000-2001, and six programs in 2001-2002. This partnership has proved valuable for CESA4, the school districts receiving the programs, and the UWL student volunteers. Those interested in learning more about the Arts for All program should contact the Leisure Lifestyle Center at the University of Wisconsin-La Crosse at (608) 785-5075.

Table
Arts For All Program, 1999-2002
(CESA #4 and UWL Therapeutic Recreation Program)
Data on School Involvement

Year	School	District	# of teachers involved	# of students involved	# of UWL students involved
1999-2000	La Farge	La Farge	3 + Occupational Therapist	9	2
1999-2000	Viroqua Elementary	Viroqua Area	1	7	2
1999-2000	Alma	Alma	1	12	2
1999-2000	Harry Spence Elem.	La Crosse	?	11	7
1999-2000	Logan High School		1	5	?
2000-2001	Blair/Taylor	Blair-Taylor	2	53	
2000-2001	Forest Street Elem.	Black River Falls	9	15	1
2000-2001	Central		6	14	5
2000-2001	G.E.T.	Gale-Ettrick-Trempealeau	2 + 2 aides	15	
2000-2001	Holmen	Holmen	8	13	2
2000-2001	Logan		3	8	
2000-2001	Melrose/Mindoro	Melrose-Mindoro		5	2
2001-2002	West Salem	West Salem	10	58	5
2001-2002	Sparta	Sparta	4 + 6 parents	72	2
2001-2002	Eagle Bluff	Onalaska	1 + 2 aides	7	3
2001-2002	Onalaska H.S.	Onalaska	1 + 2 aides	8	3
2001-2002	Arcadia	Arcadia	3	8	2
2001-2002	Melrose H.S.	Melrose-Mindoro	5	16	2



KIDS ON THE BLOCK PROGRAM AT UWL

The Kids on the Block are a group of child-sized puppets created to educate children about Disability Awareness and Social/Safety issues. The Kids on the Block program researches and develops relevant and timely program topics for delivery by over 1000 troupes around the world. Kids on the Block has a strong commitment to provide communities with programs that address children's questions, concerns and needs in a lively and entertaining manner. Each program consists of several skits revolving around a theme, followed by a question and answer session. Children are encouraged to speak directly to the puppets, creating a non-threatening environment in which to ask questions.

The Kids on the Block program is free and inclusive. It is staffed by student volunteers from the Therapeutic Recreation program at the University of Wisconsin, La Crosse. We will travel to your location for the performance.

If you are interested in the Kids on the Block performing for your school or community group, please contact the Leisure Lifestyle Center at 785-5075.

RECREATIONAL SPORTS National Youth Sports Program Gang Resistance Education and Training

The National Youth Sports Program/Gang Resistance Education and Training (NYSP/G.R.E.A.T.) is a comprehensive sports and educational enrichment program that is geared toward youth, ages 10-16, from low-income families. Funded by the United States Department of Health and Human Services and sponsored by the National Youth Sports Corporation (NYSC), NYSP/G.R.E.A.T. is held on the UW-La Crosse campus for 25 days throughout the summer. Participants are exposed to a variety of sports activities and educational programs, such as nutrition, personal

health, college and career counseling, and life skills. Local G.R.E.A.T. Officers are present everyday incorporating lessons on gang prevention, alcohol-and-other drug related education, citizenship, and respect. NYSP/G.R.E.A.T. provides transportation, a daily USDA-approved hot lunch and snack, medical examination, and interaction with college students and staff at no charge for over 240 participants per day.

Goals of the Program

National NYSP goals include the following:

- A. To utilize youth-centered instructional strategies in sports and educational activities.
- B. To create a safe and nurturing environment in which every participant has the opportunity to enjoy learning life and sport skills.
- C. To increase the effectiveness of NYSP personnel through staff development programs and through the provision of on-the-job training in sports instruction and administration.
- D. To increase public awareness of and involvement in NYSP at the local, state, and national levels.
- E. To expand opportunities for participants from low-income families to benefit from interactive sports skill instruction, engage in sports competition, and improve their overall physical fitness.
- F. To help participants become better citizens and to provide them with information on career and educational opportunities.
- G. To enable institutions of higher education and public and private agencies to participate more fully in community life and in the resolution of community problems.

We have developed some additional, more specific UW-L NYSP/G.R.E.A.T. goals:

- A. Provide experiences that develop and enhance positive self-esteem, cooperative learning, problem solving, conflict resolution, decision-making skills, and life skills.
- B. Provide a safe, structured, and nurturing environment for low-income youth (ages 10-16), many of who are high risk for school failure, juvenile delinquency, and/or abusive situations.
- C. Provide hands-on educational instruction to increase knowledge and skills in math and science, nutrition and personal health, college and work opportunities, and citizenship responsibilities.
- D. Provide interactive educational instruction in drug abuse resistance education (DARE) and gang resistance education and training (G.R.E.A.T.).

- E. Provide sports skill instruction, adventure education, aquatics, and health-related physical fitness activities in a non-competitive, nurturing environment.
- F. Implement youth service projects to foster development of an appreciation of the community and an understanding of civic responsibilities (giving back to the community).
- G. Expose at-risk youth to many positive peer and adult role models.

Brief History

NYSP has operated nationally since 1968 and is conducted by over 200 selected institutions of higher education throughout the nation. UW-L has hosted the program in the College of HPERTE since 1992, winning 2 meritorious awards in its 11-year history. Since 1994, NYSP has maintained a successful partnership with the La Crosse Police Department through the Gang Resistance Education and Training Program (G.R.E.A.T.). This unique partnership (NYSP/G.R.E.A.T.) has generated several benefits, including financial assistance, the presence of 4-5 officers everyday as educators implementing the G.R.E.A.T. curriculum, and the development of positive relationships among challenging youth and local police officers. The Onalaska Police Department and the La Crosse County Sheriff's Department have also been involved in the partnership.

Community Data

The UW-L NYSP/G.R.E.A.T. Program has averaged approximately 240 youth per day for the past three years. The return rate has maintained near 50% for the past six years, indicating the strength of this comprehensive sports and educational enrichment program. Note the numbers below for the 2002 program.

**Table
Local Area Participation - NYSP/G.R.E.A.T.
Wisconsin & Minnesota**

Bangor	10	Rockland	4
Cashton	4	Sparta	17
Coon Valley	1	Stoddard	7
Galesville	6	Tomah	17
Holmen	28	Trempealeau	5
La Crosse	179	Warrens	2
Mindoro	2	West Salem	11
Norwalk	1	Westby	1
Onalaska	31		
		WI Total	326
Caledonia	5	Houston	1
Brownsville	3	La Crescent	16
Hokah	10	Savage	1
		MN Total	36

High Schools	Number of Participants
Bangor	4
Central-La Crosse	10
Galesville-Ettrick-Trempeleau	3
Holmen	5
La Crescent	2
Logan-La Crosse	13
Onalaska	2
Sparta	5
Tomah	1
West Salem	6
Total	51

Middle Schools	Number of Participants
Aquinas-La Crosse	3
Bangor	5
Cashton	1
Eagle Ridge Junior High	1
Galesville-Ettrick-Trempeleau	3
Holmen	14
La Crescent	8
Leadership School	1
Lincoln-La Crosse	27
Logan-La Crosse	19
Longfellow-La Crosse	28
Mary Mother of the Church	1
Melrose-Mindoro	1
Onalaska	15
Sparta Meadowview Intermediate	11
St. Pauls Lutheran-Onalaska	5
Tomah	10
Tomah St. Mary's	2
West Salem	4
Westby	2
Total	161

Elementary Schools	Number of Participants
Bangor	2
Blessed Sacrament-La Crosse	2
Brookwood	2
Cashton	3
Cathedral-La Crosse	2
Crucifixion-La Crescent	1
Eagle Bluff-Onalaska	2
Emerson-La Crosse	6
Evergreen-Holmen	5
Family & Children's Center	3
First Lutheran La Crosse	1
Franklin-La Crosse	10
Galesville	3
Hamilton-La Crosse	11
Harry Spence La Crosse	4
Hintgen-La Crosse	6
Holmen-Viking	1
Irving Pertzsch-Onalaska	3
Jefferson-La Crosse	2
La Crescent	6
La Crescent-Hokah	7
Lemonweir-Tomah	2
Melrose-Mindoro	1
Northwoods-La Crosse	2
Roosevelt-La Crosse	1
Sandlake Elementary	5
Southern Bluffs-La Crosse	12
St. Patricks-Sparta	1
State Road-La Crosse	11
Stoddard	1
Summit-La Crosse	4
Trempealeau	2
West Salem	3
Others	23
Total	150

UW-L graduate and undergraduate students are intricately involved in the program each year. They provide the bulk of nearly 70 staff positions that include youth group counselors, sport specialists, instructors, and medical coordinator. Responsibilities are as follows:

Youth Group Counselors: assigned to specific age group with 2-3 other youth group counselors; primary responsibilities are to provide supervision and discipline to youth in group and assist in the teaching of sports and educational activities throughout the day.

Sport Specialists: similar to physical education instructors, sport specialists are responsible for writing and implementing lesson plans for sport and fitness activities.

Instructors: responsible for writing and implementing lesson plans for enrichment and math/science program. Enrichment incorporates lessons in nutrition, personal health, college and career counseling, job responsibilities, and higher education. Math/Science includes hands-on, interactive activities.

Medical Coordinator: certified athletic trainer who implements entire medical program that provides safe and healthy care for participants and staff throughout the summer; includes coordination of physical examinations for youth prior to the start of the program as well as implementation

NYSP/G.R.E.A.T. is truly a "learning laboratory" that provides on-the-job training. Many students have concluded that NYSP/G.R.E.A.T. has been the optimal experience throughout their studies to prepare them for student teaching and/or an actual teaching position. Future plans include involving school districts in the Brookwood area next summer. Outside financial assistance is being sought to provide transportation to Norwalk, Ontario, and Wilton. For more information, see <http://www/uwlax.edu/nysp>

EDUCATIONAL STUDIES

Project Teach and Project Forward

This initiative involves a complex yet highly effective collaboration between UW-La Crosse, UW-Eau Claire, UW-Stout, Western Wisconsin Technical College and the school districts of La Crosse, Eau Claire, and Menomonie. This collaborative project is a bilingual teacher education-training program designed to increase the number of certified teachers of Hmong descent throughout the state of Wisconsin. In addition the program has offered bilingual paraprofessionals who are already

working within the schools an opportunity to become certified instructors and lead their own classrooms. The program has also provided funds for students to pursue postsecondary degrees and achieve licensing in school counseling and school administration. The outcomes of this program will be measured by the number of students who earn teaching/education degrees and work in the school districts of Wisconsin and beyond. Project Teach is directed at the UW-La Crosse campus; however, it is part of a UW-System and regional school district partnership.

Ronald Rochon, currently serving as Interim Associate Dean of the College of Health, Physical Education, Recreation and Teacher Education as well as the Director of the School of Education at UW-La Crosse, is the Director of this collaborative initiative. This project is also supported by our student coordinators—Mary Riordan, Office of Multicultural Affairs at UW-Stout; Charles Vue, American Ethnic Coordinating Office, Katherine Rhoades, Department of Educational Foundations, and the Provost's office at UW-Eau Claire; and Lee Rasch, President of Western Wisconsin Technical College. In addition, we have established partnerships with leaders at the PK-12 level. These individuals are current superintendents within each of the respective School Districts— Thomas Downs, La Crosse; Jesse Harness, Menomonie; and William Klaus, Eau Claire.

Many positive variables have facilitated the progress of the program and, more importantly, the progress of each of the student participants. Project Teach has received strong support and commitment from several departments, faculty, and staff from the UW-La Crosse campus including, to name just a few, the Chancellor, the Office of the Provost, Admissions, Financial Aid, Financial Administration, the Dean of the College of Liberal Studies, faculty from the English as a Second Language Institute, Student Support Services, as well as the Departments of Psychology, Economics, and Educational Studies. The program also works in collaboration with Thai Vue, Executive Director of the La Crosse area Hmong Mutual Assistance Association, the School District of La Crosse's English as a Second Language Program, and Pang Cher Vue of the UW-Eau Claire Extension office.

The type of support Project Teach continues to receive includes, yet is not limited to:

- Start up funds and office space to house the program
- Financial assistance to staff the Project Teach office
- Development of new courses from campus-wide departments (i.e. Hmong Language & Culture)

- Consultation from School of Education and other University faculty to increase the efficiency of the program
- Tutoring, counseling, and advising for students
- Campus and community recognition

Project Teach consists of students of Hmong descent from a variety of backgrounds including fifteen recent high school graduates and seven educational paraprofessionals seeking teacher education certification as well as six certified teachers or teacher's aides seeking graduate degrees in education.

- Of the fifteen recent high school graduates, ten have been officially admitted to the School of Education at their home institutions (UW-La Crosse, UW-Eau Claire, or UW-Stout) and, to date, we have had one recent high school graduate who has finished her teacher education program and currently teaches for the Eau Claire school district.
- Of the seven educational paraprofessionals, three have been officially admitted into the School of Education at their home institutions and, to date, we have had five Hmong educational paraprofessional students who have received a Bachelor degree in education.
- Of the six certified teachers or teacher's aides, two have completed their coursework and graduated from their programs.
- In May 2002, four students from La Crosse completed their education degrees.
- Project Teach recently graduated the first Principal of Hmong descent in the state of Wisconsin. Kaying Xiong graduated from UW-Eau Claire and currently serves as Principal at Locust Lane Elementary School in Eau Claire, Wisconsin.

In addition to Project Teach, the University of Wisconsin-La Crosse has secured federal funding totaling \$1.2 million from the US Department of Education to support another initiative with similar objectives entitled Project Forward, which is also directed by Dr. Ronald S. Rochon. Project Forward is designed to serve the Wisconsin communities of Stevens Point, Wisconsin Rapids, and Wausau including the UW institutions of UW-Stevens Point, UW-Marathon County, and UW-Marshfield/Wood County as well as UW-La Crosse, the principal institution for this project. UW-Stevens Point has also developed collaborative agreements with UW-Superior and UW-Oshkosh who wish to enroll in specialized graduate programs not offered at their institution.

Project Forward consists of students of Hmong descent from a variety of backgrounds including eight recent high school

graduates and seventeen educational paraprofessionals seeking teacher education certification as well as four certified teachers or teacher's aides seeking graduate degrees in education.

- Of the eight recent high school graduates, three have been officially accepted into the School of Education at UW-Stevens Point and two will complete their degrees by the end of this year.
- Of the seventeen educational paraprofessionals, five have been officially accepted into the UW-Stevens Point School of Education, and one will complete her degree by the end of this year.

Project Teach and Project Forward have clearly demonstrated the significance and effectiveness of collaborative partnerships within the UW System. The University of Wisconsin-La Crosse continues to be a principal and active partner within these and several other statewide and regional collaborative initiatives that benefit teacher education.

Junior Science and Humanities Symposium (JSHS)

Judy Beck from the Department of Educational Studies is the Director of the Western Wisconsin-Upper Michigan JSHS. The primary aims of JSHS are to promote original research and experimentation in the sciences, engineering, and mathematics at the high school level, and to publicly recognize students for outstanding achievement. Each symposium, including forty-eight regionals and the national, provides a forum for high school students to present the results of their original research in the sciences, engineering and mathematics. Students who participate in the symposia also have the opportunity to meet and exchange ideas, interact with practicing researchers, and explore future academic and career opportunities.

The Junior Science and Humanities Symposia (JSHS) Program has been sponsored by the United States Department of the Army since its inception in 1958, and additionally joined by the Departments of the Navy and Air Force after 1995. Resulting from this sponsorship and the cooperative efforts of universities throughout the nation, JSHS annually brings together over 10,000 high school students and teachers at regional and national symposia. Forty-eight regional symposia are held throughout the United States, Puerto Rico, and in cooperation with the Department of Defense Schools of Europe and the Pacific. The annual National symposium concludes the program year and brings together 240 high school students, their teachers, university faculty and other educators and scientists. The Academy of Applied Science, a non-profit educational organization in

Concord, New Hampshire, administers the National JSHS Program in cooperation with universities or other educational institutions.

In addition to these national sponsors, the Western Wisconsin-Upper Michigan Regional Junior Science and Humanities Symposium is sponsored by the UWL School of Education.

AWARDS

For the regional finalists...

- An expense-paid trip to the National JSHS, awarded to five finalists at each regional symposium. The National brings together over 360 participants in a program of educational and scientific exchange.
- An invitation to present their original research investigation at the National JSHS, to the 1st place and 2nd place finalists at each regional symposium.
- A \$4,000 undergraduate, tuition scholarship, awarded to one 1st place finalist at each regional (scholarship payable upon matriculation)
- The Western Wisconsin-Upper Michigan Regional also awards a book scholarship from the UWL Foundation in the amount of \$150.

For the national finalists...

- Eight \$16,000 undergraduate, tuition scholarships, awarded to each of the 1st place finalists in the National research paper competition (including the award made at the regional level, a total \$20,000 scholarship, payable at \$5,000 per year for 4 years)
- Eight \$6,000 undergraduate, tuition scholarships, awarded to each of the 2nd place finalists in the National research paper competition (including the award made at the regional level, a total \$10,000 scholarship, payable at a minimum of \$4,000 per year for two years and \$2,000 in year 3)
- Eight \$2,000 undergraduate, tuition scholarships, awarded to each of the 3rd place finalists in the National research paper competition (including the award made at the regional level, a total \$6,000 scholarship, payable at \$4,000 in year one and \$2,000 in year two)
- An expense-paid trip to the London International Youth Science Forum, an exchange program bringing together over 400 participants from 60 nations. The London trip is awarded to each of the 1st place finalists; the runner-ups are alternate winners.

An informative website for the Junior Science and Humanities Symposium is found at <http://www.jshs.org>

Among the presentation finalists qualifying for the 2001 JSBS nationals from Western Wisconsin-Upper Michigan:

1st Place

Caron Sedlmayr, "The Relationship Between Feeding Frequency and Weight Gain by Perch," Desoto High School
Teacher: Karla Walker

2nd Place

Charlotte Muenzenberger, "The Effects of Barnyard Runoff on the Water Quality of Upper Bohemian Valley Creek," Cashton High School
Teacher: Monte Fernholz

3rd Place

Amy Roeske, "Rare Size Differences in Adult Monarch Butterflies," Sparta Senior High School
Teacher: Dennis Wortman

4th Place

Christopher Olson, "Experimentation with All Purpose Cleaners to the Adaptation of Bacteria," Sparta Senior High School
Teacher: Dennis Wortman

5th Place

Kyle Kirschling, "A Baseline Study for Prairie Restoration," Bonduel High School
Teacher: Dave Hedtke

Schools on the mailing list for Western Wisconsin-Upper Michigan JSBS

Alma Center High School
Augusta High School
Bangor High School
Bloomer High School
Bonduel High School
Bowler High School
Cashton High School
Central High School
Clayton High School
Clintonville High School
DeSoto High School
Drummond High School
GET High School
Grantsburg High School
Gresham High School
Hayward High School
Holmen High School

Kickapoo High School
Logan High School
Marion Jr. High School
Melrose-Mindoro High School
Mosinee High School
New Richmond High School
North Crawford High School
Onalaska High School
Prescott High School
Richland Center High School
Shawano High School
Sparta High School
Spring Valley High School
Three Lakes High School
West Salem High School
Westby High School
Black River Falls High School

Washburn Academy

Washburn Academy is a summer in-service opportunity for K-12 educators in all subject areas. The Academy was initially developed by the Cooperative Educational Service Agency (CESA) #4, in partnership with the UW-L Office of Continuing Education and Extension, to improve classroom instruction in math, science and technology, but has since expanded its focus to include other curriculum areas. The Academy is designed for all K-12 public and private school teachers who are interested in classroom innovation and in becoming leaders of curriculum, instruction, assessment and staff development in their schools.

Central to the Academy philosophy is a belief that understanding of concepts is enhanced through a "hands-on, minds-on" approach, which encourages higher-level thinking and engages students in collaborative problem solving. Another important focus of the Academy is the development of business/education partnerships and an understanding of the relevance of academic subjects to the world outside of education. Educators who attend Washburn Academy are provided with experiences that will enhance teaching practices in standards and assessment, practical teaching strategies, learner needs, mutual understanding of how the needs of business and education are interrelated, and technology for classroom applications.

Judy Beck from the School of Education and Lynne Weiland from the UWL Office of Continuing Education continue to play leading roles in offering the Washburn Academy every summer for math and science teachers in cooperation with local school districts and the Cooperative Education Service Agency (CESA) #4 and the Wisconsin Academy Staff Development Initiative. The program is partially funded by a federal Education for Improvement grant in support of math, science and technology. See

<http://www.cesa4.k12.wi.us/programs-services/washburn/index.htm>

Named after Cadwallader Washburn, former Wisconsin congressman, governor, Civil War general, and founder of Goldmedal Flour, this academy engages teachers in a variety of issues related to curriculum and instruction. A number of UW-La Crosse faculty from HPERTE and SAH were among the presenters at the Holmen High School site from 15-19 July of 2002:

- "Native American Lesson Planning"
Dan Green, Educational Studies
- "Physical Science for the New Millennium"
Mike LeDocq, Physics
- "Starting Small: Teaching Tolerance in Preschool and Early Grades, Sara Slayton, Educational Studies
- "Cool Science in Your Community"
Mike Abler and Scott Cooper, Biology

National History Day

National History Day, a program encouraging primary source historical research among middle and high school students, continues to grow and is now linked to twelve school districts in western Wisconsin including La Crosse, West Salem, Holmen, Bangor, Sparta, Hudson, Lancaster, Blair-Taylor, Arcadia, Holmen, Eau Claire, and Challenge Academy. Acting as Regional Coordinator for National History Day in western Wisconsin is Gregory Wegner from Educational Studies. Students conduct historical research and then present the results of their work in one of four research categories --performance, historical papers, documentaries, or exhibits -- at a regional competition at UW-La Crosse in late March of every year. La Crosse, which hosts the oldest of all the Wisconsin regionals, is part of a larger network including regionals at Milwaukee, Stevens Point, and Oconto. The research theme for 2002 -Revolution, Reaction and Reform in History - attracted 218 middle and high school

students to our campus for the regional on March 27th. Of these, 69 were sent to the state competition at the Wisconsin State Historical Society the following month. The top two qualifiers in each subcategory are sent to the nationals at the University of Maryland in June where they compete for scholarships and special awards in recognition for their work. Two years ago, the Smithsonian issued special invitations for all students in the exhibit category to display their work before the general public in the famed exhibit hall for two days. Going on to the nationals for 2002 from our region are the following entries:

Junior Historical Papers

Emily Fiocco, "Malcolm X: Transforming the Black Revolution," Lincoln Middle School

Elise Dihlmann-Malzer, "Unitarian Universalist Activism in the American Civil Rights Movement," Lincoln Middle School

Senior Historical Papers

Quinn Ruff, "The Civil War: Through the Eye of the Camera," La Crosse Central High School

Junior Individual Exhibits*

Eva Wintersteen, "Title IX," School of Technology and the Arts II

Junior Group Exhibits

Maxfield Wollam-Fischer and Adam Shaw, "John Glenn: A Reaction to the Soviet Union," School of Technology and the Arts II

Senior Individual Exhibits

Gregory Dihlmann-Malzer, "Through the Mountain and Over the Rivers: The Story of the Transcontinental Railroad,"
La Crosse Central High School

Senior Group Performances

Emily Brandau and Kelly Ameson, "Walt Disney: A Revolution in Animation and Imagination," La Crosse Central High School

Junior Individual Documentaries

Bailey Padesky, "The Newsboys Strike of 1899: A Revolution in Child Labor Laws," School of Technology and the Arts II

Senior Group Documentaries*

David Fiocco and Peter Ruud, "From Cabins to Castles: The Great American Hotel," La Crosse Central High School

*Denotes recipients of the top middle school and high school entries for the state of Wisconsin given at the national competition at the University of Maryland in June of 2002. This was the first time that both awards came to the western Wisconsin region. (See <http://www.nationalhistoryday.org>).

Village Partnership

Joyce Shanks from Educational Studies has been on the West Salem Oversight Committee for the Village Partnership since 1993 or 94 as the UWL representative. The committee is in charge of overseeing communication between various aspects of the community: school board, administration, teachers, other workers, parents, and community members. The group also helps out with evaluating the graduation projects which began as part of the district's requirements for graduation last year. There is also a Village Partnership in Onalaska and La Crosse.

Gifted and Talented Math Tutoring

For the past five years, Andy Maxwell and Joyce Shanks Andy Maxwell have coordinated a math tutoring program between UWL students taking the math classes for education math minors and other UWL interested students who are assigned to teach students in grades four and five in the gifted and talented math program. UWL students work with these elementary students once a week and report on the students' progress to their teachers. This activity is coordinated with math faculty who teach the courses.

Odyssey of the Mind

UWL students provide about 35 judges each year for the regional and/or state competition of Odyssey of the Mind. Some of the students also are coaches as part of their Level I Clinical responsibilities. Negotiations are currently underway aimed at securing UWL School of Education and the Office of Continuing and Extended Education as sponsors for the state competition. This arrangement would be similar to UWSP sponsoring the Destination Imagination state competition.

Clinical Program

The Wisconsin Department of Public Instruction requires a minimum of 100 supervised hours of field experience before students will commence student teaching/internship. The program at UW-La Crosse meets that requirement through a progressive experience, including three levels of clinicals. Requirements within each clinical vary depending on the major/minor program of the student.

Program Benefits

UW-La Crosse and area schools have worked together for the benefit of the clinical student, the school district, the cooperating teacher, and the PreK-12 student since the implementation of this program. We encourage the enhancement of this cooperative effort. For UW-La Crosse students, clinical placements may offer opportunities to:

- Observe variety in learning environments
- Observe variety in teaching styles of master/experienced teachers
- Observe diversified student backgrounds, including multi-cultural, economic factors, and exceptional education needs
- Observe practical applications/adaptations of course content
- Plan and implement lessons
- Experience teaching in diversified settings
- Experience team teaching
- Experience exposure to practical matters in education, such as salary schedule, union membership, materials production, implementing IEPs
- Experience growth as a professional
- Receive evaluations and guidance from professionals in the field
- Develop confidence in teaching
- Establish a network of professional contacts in the teaching field
- Self-evaluate choice of teaching as a career

- Share observations/reflections/insights with supervising instructors

For School Districts, clinical students may provide a(an):

- Source for updates on current trends in education
- Contact with the university for resources and informal inservice
- Opportunity for implementation of pilot programs
- Resource for helping students needing individual attention at all levels
- Resource for assistance with special programs, events
- Resource as possible judges, referees, and coaches for Forensics, Debate, Academic Decathlon

For Cooperating/Sponsoring Teachers, clinical students may:

- Offer an extra pair of hands, eyes, and ears in the classroom, thus reducing student-teacher ratio
- Offer one-on-one assistance to special needs students in the classroom
- Assist with field trips, open houses, dances, drama
- Provide opportunities for cooperating/sponsoring teacher to learn and practice mentoring skills
- Create team teaching opportunities
- Introduce new strategies and approaches to the classroom
- Share expertise with very appreciative individuals

For PreK-12 students, clinical students may be a resource for:

- Giving art and music lessons
- Tutoring
- Mentoring
- Academic coaching
- Athletic coaching
- Providing a role model
- Diversifying the learning process
- Assisting special needs students
- Encouraging exchange of ideas and beliefs from a multicultural perspective

Special Items of Interest for Clinical Partnerships

- UW-L places approximately 400 clinical students each semester.
- UW-L Clinical students are placed in approximately 75 high schools, middle school, elementary schools, and childcare centers each semester.
- UW-L offers partnership agreements with individual schools.

- Clinical students are normally placed within a 40- mile radius of La Crosse.
- UW-L has recently expanded to placing students in Eau Claire and Altoona as a pilot program for School Health Education students.
- UW-L is currently involved in a pilot program where clinical students are utilized as tutors, mentors, assistants, and academic coaches.
- UW-L provides math tutors for La Crosse's High Performance Learning Math (HPL) program.
- Clinical students have progressed from being guests in the classroom to being an integral part of a school's learning environment.

For more detailed information about the nature of each clinical as well as specifics on classroom and reflection skills developed in the program, see the clinicals website at <http://perth.uwlax.edu/tefp/clinicalindex.htm>

A table summarizing placement data in school districts follows:

**Table
Clinical Placements by School District**

School Districts	024 Level I	027 Level I	024 Level II	027 Level II	024 Level III	027 Level III
Total by Semester	147	102	144	152	121	133
Bangor			8	8	7	7
Black River Falls					1	
Coulee Catholic			1	7	7	13
De Soto	26	24		2		
Eau Claire					2	
GET	31	24	1			
Holmen			20	19	13	14
La Crescent			9	6	8	11
La Crosse	1		55	61	64	64
Lewiston-Altura			1			
Melrose-Mindoro				1	2	1
Necedah					1	
Non-Affiliated	1		4	2	3	4
Onalaska			27	32	11	11
Prairie du Chien				1		
Reedsburg			1			
Sparta	43	36	3	5		1
Tomah			1			1
Various Districts	16					
Waived		1				
Wausau			1			
West Salem			11	7	1	6
Westby	29	17			1	
Winona			1	1		

Student Teacher and Intern Placements

Student teaching provides novice teachers a vital capstone experience. Special partnerships are also evident through UWL student teachers and clinical students working with local school districts -- La Crosse, Onalaska, Holmen, Sparta, Desoto, Westby, Tomah, West Salem, Viroqua, and La Crescent. The scope of these partnerships also extends to Milwaukee Public Schools as well as the Anoka-Hennepin school district in the Twin Cities area. Talks are currently underway to include McFarland Public Schools near Madison in a new partnership leading to the placement of UWL student teachers and interns.

Below are four tables providing some different perspectives on student teaching placements. The first table presents raw numbers of students and cooperating teachers. The cooperating teacher numbers are approximate. The second table breaks the numbers into placement location. The third table provides a student count by major. Cross-category double majors are counted twice. The final table documents interns.

Table 1: Number of Student and Cooperating Teachers by Semester

Semester	Student Numbers	Cooperating Teachers (approximate)
Fall 2000	121	215
Spring 2001	143	230
Fall 2001	135	200
Spring 2002	164	245
Fall 2002	135	230

The number of placements varies each semester based on the number of students and the certifications they seek. The Office of Student Teaching expects the numbers to remain high or rise in the next few years as school districts prepare for mass retirements.

Table 2: Placement Location Information: Students/Teachers

Location	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002*
Coulee Region			97/15 1	144/21 4	105/17 6
La Crosse			43/59	70/88	54/73
Onalaska			15/21	17/18	11/17
Holmen			23/19	29/29	17/22
Sparta			6/7	10/8	8/11
Tomah			3/5	4/7	0
Viroqua & Westby			4/5	5/7	8/13
West Salem			5/7	10/15	5/6
La Crescent, MN			3/3	9/12	7/8
UW-L Campus Child Center	9/5	7/5	9/5	10/5	10/5
Milwaukee PS	12/23	8/12	15/20	5/8	8/14
McFarland PS	-	-	-	-	3/4
Anoka-Hennepin, MN	-	-	3/4	2/3	2/3

* Fall 2002 numbers are not absolute until grades are recorded and the hearing appeals board meets.

Many, but not all students have two placements resulting in two cooperating teachers. Some students have as many as four cooperating teachers. Quite a few cooperating teachers work with two student teachers during a semester. The numbers above were generated by counting placements - the numbers for the Coulee Region and its sub-sections should be considered accurate to within 2 students and 5 teachers. Coulee Region placements for the 2000-01 academic year were not counted at this time - changes to the database make this task significantly more time consuming.

The immediate Coulee Region includes UW-L's normal service area - a 45-mile radius and includes placement in La Crescent and Caledonia, MN. The table includes a sub-section of placements for the Coulee Region for the most common locations. The placement numbers include private schools and a few libraries. A McFarland partnership was dormant for a few years; currently plans are to revive the partnership. Next year, McFarland will hire six interns from UW-L. An Anoka-Hennepin, Minnesota partnership began in the Fall of 2000.

Not represented in these numbers are single health majors, hardship placements, and out of area interns. (For more on interns, see Table 4). Single Health majors have been placed mainly out of our normal service area - many in Eau Claire, Oshkosh and Wausau, but also some in the Kettle Moraine school district. Some students are also placed out of area under UW-

L's hardship policy where students may request an out-of-area placement. For example, in the Fall of 2001, we had a physical education student in Couer d'Alene, Idaho. The number of these placements varies each semester.

**Table 3: Students in Program:
(Counted by Major Only, Except Where Noted)**

Students	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002
Educational Studies	942	108	95	123	99
1-6	15	27	28	24	21
1-9	23	35	20	22	26
6-12	24	28	16	40	23
K-12 (Art, Music, including Choral 6-12)	2	2	10	6	4
ECE minor	21	10	14	13	19
EDM minor	5	3	1	9	5
SPE (add-on certifications)	3	0	8	7	2
Physical Education	23	33	33	41	33
School Health Education	15	8	10	5	11

Most students complete one semester of student teaching after completing several clinical experiences. Many students complete double majors or specialty minors. Three departments place student teachers and interns through the Office of Fieldwork and Partnerships:

1. Educational Studies - majors and minors for content classrooms in preschool and K-12 classrooms including Art, Music, Modern Language and ESL, Educational Media, Early Childhood, and Special Education specialty areas;
2. Exercise and Sports Science (ESS) - physical education majors - student may also minor in Adaptive Physical Education (practicum completed during student teaching) or a Coaching minor (practicum coordinated by ESS and not tracked by this office).
3. Health Education and Promotion - School Health Education (SHE) majors and minors).

The minors listed above represent those where students complete a separate semester of student teaching. Currently, early childhood education (ECE) minors complete an additional semester of student teaching at a pre-school and in a kindergarten classroom. Education Media (EDM) minors complete a set number of hours at library media centers; requirements differ for graduate and undergraduate students. Many EDM as well as current SPE students are completing an add-on certification; that is the student is already a licensed classroom teacher. Add-on certifications are also completed in many other

certification areas, for example, a health certification or a middle level (grade 6-8) certification.

Table 4: Internship Program

Interns	Fall 2000 (5)	Spring 2001 (15)	Fall 2001 (8)	Spring 2002 (10)	Fall 2002* (7)
Coulee Region	2 Holmen Seneca	5 Holmen Sparta	3 Holmen Whitehall	7 Holmen LaCrosse Wauzeka	1 Holmen
Northern & Central Wisconsin (including Madison)	2 Hawkins Portage	6 Augusta Hawkins Nekoosa Portage Sun Sun Prairie Wausau	3 Abbotsford Sun Prairie Wausau	3 Lancaster Mondovi Nekoosa	5 Luck, McFarland Nekoosa
Southeastern Wisconsin (including Green Bay area)	1 Whitewater	4 Kaukauna, Menomonee Falls, Whitewater	2 Menomonee Falls	0	1 Manitowoc

* For Fall 2002, 2 more internships are likely (in West Salem and Watertown); more are possible.

Internships are secured by students across the state of Wisconsin. Internships have greater responsibilities, but also are similar to student teaching placements in many other respects. The number and location of internships secured by UW-L students will vary each semester. Once accepted into an internship pool, students are responsible for securing an internship from among those offered to UW-L by school districts throughout the state.

Internships

UW-L participates in the Wisconsin Improvement Program (WIP) that certifies internships throughout the state. School districts seek approval from WIP for their internship designs. UW-L students who apply and are accepted into the intern pool may apply for an internship in their certification area directly with a school district that specifies UW-L on its internship design form. A teacher internship is a licensed, full-semester assignment in a school system. Interns are employed by a school district under the policies of WIP. Interns receive a minimum stipend paid by the hiring school district. See WIP's website at www.dpi.state.wi.us/dpi/dlsis/tel/wip.html.

Partnerships

UW-L has established partnerships with school districts outside of our normal service area. These partnerships are designed to provide students with a different student teaching experience. These placements are not currently available for Early Childhood (ECE), Special Education (SPE), and Educational Media (EDM) fieldwork assignments.

Milwaukee Public Schools (MPS), Wisconsin

Each semester University of Wisconsin-La Crosse students are offered an option of a culturally diverse, urban student teaching experience in the Milwaukee Public Schools. See the MPS website for more information at www.milwaukee.k12.wi.us. Students are screened and interviewed by an MPS representative before they are allowed to participate in the program. Acceptance into the program is based on scholastic record and evidence of teaching potential and professional commitment. Students who are not accepted by MPS will be placed locally.

Anoka-Hennepin Schools, Minnesota

Currently, UW-L students have an option to student teach in the Anoka-Hennepin School District located in the northwestern Minneapolis suburbs. The Anoka-Hennepin School District is a large school district encompassing both older first-ring suburbs as well as newer expanding suburbs. See their website at www.anoka.k12.mn.us. There is no interview by a district representative, however, students will be screened for eligibility.

McFarland Schools, Wisconsin

The Office of Student Teaching is in the process of re-establishing a partnership with the McFarland School District. McFarland is a small community school district at the edge of Wisconsin's capitol city, Madison. Details of this partnership continue to evolve. It is likely that students will be both screened and interviewed by a McFarland representative. See McFarland's website at www.mcfarland.k12.wi.us.

MASTER OF EDUCATION-PROFESSIONAL DEVELOPMENT LEARNING COMMUNITY PROGRAM

The School of Education has long had a Master of Education-Professional Development (ME-PD) program designed to meet the needs of practicing teachers by encouraging teachers to design a program tailored to meeting individual professional development needs. The faculty of the School of Education individually approve each student's program. In 1995, a local school district requested that a more specialized ME-PD program be

created for district teachers. This resulted in the development of the current Learning Community program.

The Learning Community Program affords opportunities for individuals to engage in thinking and learning about their professional practice in a collaborative and learner-directed environment. This degree is intended for school professionals, educators or those individuals who want to develop education-related competencies specifically for job needs and professional growth. Practicing professionals journey through the two-year program as a community. As a member of the community, teachers work on various collaborative activities and document learning through a professional growth portfolio. This portfolio includes a capstone project, journal article and an individual's learning plan that has an immediate impact on the classroom. The professional growth portfolio can also be used in the new teacher licensure processes in the state of Wisconsin.

ME-PD Learning Communities are cohort groups of teachers who meet ten weekends each academic year for two years. Summers are devoted to work on research projects required by the program. The program is delivered in locations convenient to the teachers, usually in area middle or high schools. Teachers spend significant amounts of time testing the theories they are studying by applying the theory to their classrooms, critically analyzing the impacts, and adjusting teaching methods to maximize student learning. As a result, teachers become more excited and enthusiastic about their professional practice.

Classes are held once a month, all day Saturday and Sunday. The intense weekends provide extended periods of time to explore topics, share ideas and reinforce efforts. Teachers say they return to their schools motivated, excited and full of new strategies to implement. Teachers apply knowledge as soon as they gain it. Many teachers say they are more responsive to student needs, willing to try new activities and strategies, enthused and inspired about teaching and likely to seek out ways to bring variety and relevance to the classroom.

Learning communities provide an environment that empowers teachers to take responsibility for their learning. The sense of community is strong and is built upon two years of learning, reflecting, researching, reading, dialoguing, networking, teaching and hard work. As the tables below demonstrate, the Learning Community program has served hundreds of practicing teachers throughout the state of Wisconsin and continues to be a program that districts and teachers throughout the state request. The site table below shows how rapidly the program has grown since 1997. For more information on the ME-PD Learning Community program, please visit the website at http://www.uwlax.edu/mepd/learning_community

**Table 1: Learning Communities
Totals for the Years 2000-2003**

	Kindergarten	Elementary	Middle School	High School	Totals
Abbotsford		1		2	3
Albany				1	1
Allamakee				1	1
Alma Center		1		1	2
Amery			2		2
Augusta			1		1
Bangor	1			1	2
Baraboo	1	4	2	9	16
Barneveld		2	1		3
Barron	1	7	7	1	16
Beaver Dam	1				1
Beloit	3	9	3	3	18
Blair-Taylor		2		1	3
Boscobel				2	2
Boyceville		6			6
BRF	3	14	4	6	27
Cadott		2	1		3
Cambridge			1		1
Cashton		4	3	1	8
Chetek				1	1
Clinton Community		2			2
Colby	3	4			7
Columbus		1		1	2
Coulee Catholic	1				1
Dane County	3				3
De Soto	1	3	1	4	9
DeForest	1	5	2	1	9
Delavan-Darien		2	1		3
Dodgeland		12		2	14
Dodgeville	1	3			4
Eau Claire	3	5	3	7	18
Edgerton	1				1
Eleva-Strum				2	2
Elroy		1	1		2
Evansville			3		3
Fall River		2			2
Fennimore				1	1
Frederic			3	1	4
G.E.T		2			2
Granton			1		1
Grantsburg		2	1		3
Hayward	1	2	9	2	14
Highland		3			3

Hillsboro		3	1	4	8
Holmen	1	8	8	9	26
Hustisford			1	3	4
Independence	1	4		5	10
Ithaca		4		1	5
Janesville			1		1
Jefferson	3	2			5
Kettle Moraine	1			2	3
Kickapoo			1		1
La Crescent		1		1	2
La Crosse		14	14	4	32
Ladysmith	1	3	1	2	7
Lake Geneva	2	3			5
Lake Mills		2			2
Lancaster	1	4			5
Lodi		1	3		4
Loyal		2			2
Luck			1	2	3
Madison	4	12	5	2	23
Marshall		1		1	2
Marshfield		2	3	9	14
Mauston				2	2
Melrose-Mindoro		2	1	1	4
Menomonee Falls		1			1
Menomonie		1			1
Middleton			1	1	2
Milton			1	1	2
Mondovi		1			1
Monona Grove	2	6			8
Monroe				1	1
Montello				1	1
Mount Horeb		1	1	1	3
Muskego-Norway			1		1
Necedah	1	4		2	7
Nekoosa		1	1		2
Neosho		1			1
New Lisbon		5		1	6
New Richmond			1	1	2
North Crawford		1			1
North Lake		1			1
Norwalk/Ontario		1			1
Onalaska		2	1	3	6
Oregon	1	1			2
Osceola		1			1
Osseo-Fairchild	3	5	1		9
Pittsville	1	1			2
Portage		2	3	6	11
Poynette		4			4

Prairie du Chien		3	5	10	18
Prairie Farm			1		1
Randall Consolidated		1			1
Randall/Twin Lakes		1			1
Reedsburg	1	8	4	7	20
Rice Lake	2	5	2	14	23
Richland		1		2	3
Richland Center	1	9	3	7	20
River Falls				1	1
River Valley		1	2	2	5
Riverdale	1	6	2	5	14
Riverdale-Muscoda			1		1
Seneca	1				1
Sharon		1			1
Shell Lake				1	1
Siren		5		1	6
Sparta		5	8	2	15
Spooner		2			2
St. Croix Falls	1	1		2	4
St. Pats		1			1
Stanley-Boyd	2	4	2	6	14
Stevens Point		1			1
Stoughton	1	3			4
Sun Prairie	5	8	3	10	26
Thorp		1			1
Tomah		5	4	8	17
UWL					3
Verona	1				1
Viroqua	1	5	3	2	11
Waterloo		1		2	3
Watertown		8	4	1	13
Waukesha			1	1	2
Waunakee	4	4	1		9
Waupon	1				1
Wausau		1	1		2
Wauzeka-Steuben				2	2
Webster	3	8		3	14
West Salem				1	1
Westby	1	12	6	2	21
Westfield		2	1	2	5
Weston	1	3	1		5
Whitehall	1	1		2	4
Whitewater			1		1
WI Dells	1	11	1	1	14
WI Heights				1	1
WI Rapids	3	7		3	13
WWTC					4
Totals	79	344	158	218	806

Table 2
ME-PD Learning Community Sites

<u>Academic Years</u>	<u>Site</u>
Fall 1997-1999	Holmen
	Sparta
Fall 1998-2000	Onalaska
	Tomah
Fall 1999-2001	Black River Falls
	Reedsburg
	Viroqua
Fall 2000-2002	Independence
	La Crosse
	Portage
	Prairie du Chien
Spring 2001-2003	Barron
	St. Croix Falls
Fall 2001-2003	Chippewa Falls
	Columbus
	Holmen
	McFarland
	Milton
	Onalaska
	Sparta
	Spoooner
Spring 2002-2004	New Richmond
	Richland Center
	Stanley/Boyd
	Sun Prairie
	Watertown
Fall 2002-2004	Bloomer
	Medford
	Monona
	Monroe
	Turtle Lake
	West Salem
Spring 2003-2005	Burlington
	Durand
	Pewaukee
	Reedsburg
	Rice Lake
Fall 2003-2005	To Be Determined

Professional Development of UW-L Preservice
Teachers at Logan Middle School

Of special note for the development of partnerships is the success enjoyed by UW-La Crosse through the dedicated efforts of Professor Robert Richardson from Educational Studies. In a letter written on 14 October 2002 to La Crosse School Superintendent Thomas Downs, Associate Superintendent for Instruction Gerald Kember and School Board President Michael McArdle, Professor Richardson provided an essential context for understanding the importance of UWL preservice placements at Logan Middle School. This letter, since it captures the spirit of a particularly successful and growing partnership so well, is quoted below for the benefit of our readers:

"At Logan Middle School, placements of pre-service teachers happen naturally, frequently, and professionally. If not for this letter, you may not have occasion to realize the worth of a school/university partnership. I approached the administrators and faculty at Logan Middle School six years ago about matching my university students as mentors and academic coaches for their transescent students. The faculty at Logan Middle School recognized that their students could benefit from such connections; they hoped that students could improve in academic skills and school-related dispositions. We agreed to form this professional development partnership.

I teach EFN460/560: Middle Level Education. Approximately seventy-five students enroll in this course each semester. Most of these students are fifth year seniors who have completed seventy hours of clinical experiences, but have had limited contact with transescent students who are at-risk or are struggling to develop competencies in academic achievement. Mr. Fish and the faculty at Logan Middle School wanted to provide a new network of support for their students who were having difficulty with reading, mathematics, or social maturity. We met to discuss the details of a partnership. Once the program commenced, we met to evaluate the outcomes. The Logan Middle School staff made a videotape featuring administrators, staff members, and faculty who explain the expectations and opportunities. Each year we make adjustments to improve the program and to enhance the benefits. At the start of each semester, the Logan Middle School faculty members provide me with information concerning the days, times, and opportunities available for my students.

I show the videotape to my teacher education students when we meet for class-orientation at the end of the semester preceding their enrollment in my course. My students rank order their individual preferences for a match with a student in Team Yes, Title I Reading or Mathematics, ESOL, Cognitive Disabilities, or one of two extended day programs (Sunrise Club or Homework

Club). With 95% correlation, I am able to honor each student's first choice. Their "transescent connections" begin in week 2 or 3 of the semester and continue for 11 weeks. My students maintain communication with the faculty "sponsor" - taking directions and suggestions and offering feedback and relevant information. My students make a weekly audiotaped cassette report. In this report, the pre-service teacher explains the context of that week's connection, the benefit individually accrued from the experiences, and the relation of these experiences to the information we are studying in the university class. In the end-of-course student evaluation of EFN 460/560, virtually every student remarks positively about the worth of this transescent connection.

I provide the following information about placements for the Fall Term 2002. With this information I hope to give you an appreciation for the extent of the contributions of Logan Middle School faculty and staff to the professional development of our university students preparing to be teachers.

- Fifty-seven UW-L students are matched with Logan M.S. students as mentors or academic coaches. These connections happen once each week for eleven weeks and are usually scheduled for times that the middle school students have study hall.
- Twenty UW-L students are matched with Logan M.S. teachers as cooperating teachers for Level III Clinical Experiences. These clinical students accrue at least 40 hours in clinical classrooms daily for nine weeks. In a search of my records, I discovered that teaching; most of them so highly value their practical learning that they accrue in excess of 60 hours in the school during the semester.
- Three UW-L student teachers are matched with Logan M.S. teachers as cooperating teachers for the first quarter; others will arrive when they change host schools at the quarter break. These student teachers, of course, are in their the number of UW-L student teachers at Logan Middle School in a semester has been as high as fifteen.

Although I do not make arrangements for the following, I am impressed by the following information - also a credit to the efforts of the faculty at Logan Middle School. Forty-six UW-L and Viterbo University students serve as tutors for Logan M.S. students as arranged as part of a program sponsored and managed by the Boys and Girls Club. Some of the university students do this tutoring for credit, while others do this as volunteers. Please join me in celebrating the professional outreach efforts of the administrators, faculty, and staff at Logan Middle School. Certainly all of the arranging and monitoring takes time and energy. But, all of us realize the benefits of a win-win partnership; two distinct sets of students are the mutual beneficiaries. On behalf of the pre-service teachers I serve, I

publicly extol and commend the exemplary efforts of the administrators, staff, and faculty at Logan Middle School."

Substitute Teacher Workshops

Some partnerships grow out of an urgent need expressed by area school districts. Gene Wellman, from the School of Education and Director of Clinical Placements, was recently approached by several small school districts with a request for help from UWL in addressing a critical shortage of substitute teachers. The districts sought an effective way to provide training for potential candidates to qualify for a permit to substitute teach which requires a bachelor's degree. (Note that this reference is to a permit rather than a license to substitute teach).

Gene Wellman, with support from Lyn Weiland at the Office of Continuing and Extended Education, offered three workshops last year and has four set up for the 2002-2003 academic year. To-date, Gene has reached 90 candidates from which at least 60 secured permits from the Wisconsin Department of Public Instruction. Some have attended these workshops **from as far** away as Milwaukee. The next workshop is scheduled for April 12, 2003. Among the topics addressed are:

- Applicable State Laws for Classroom Teachers
- Classroom Management Techniques
- Lesson Planning
- Techniques for Delivery of Instruction
- Basic "Survival" Techniques
- Tips for Communication within the School District
- Opportunities for Interaction Between Workshop Participants

Among the school districts who employ candidates from this program are Sparta, Bangor, West Salem, Wonewoc, Holmen, Onalaska, Melrose-Mindoro, Ontario, and De Soto.

Enhancing Teacher Quality

PI-34 is a collaborative model linking pre-service teacher education students and initial educators to Wisconsin Teaching Standards and Licensing Requirements (PI34) Enhancing Teacher Quality is a pilot credit course that was originally developed through a DPI Teacher Licensing Grant received by the School District of La Crosse to collaborate with UW-L and CESA #4. Original committee members included Kathie Tyser, JoLyn Jensen, and Sandy Fuhrman from the LaCrosse School District, Dick Swantz, Dr. Judy Beck and Lynn Weiland from UW-L, and Kevin Hennessy from CESA #4. Since its inception, Sandy Richert, Holmen School District, Sherri Torkelson, Black River Falls School District, Gene Ertz, West Salem School District and Fran Finco, Onalaska School District have joined this committee and have had teachers from their respective school districts

participate in the pilot. The pilot includes the opportunity for participants to network with other beginning teachers, share ideas and issues, find out about new state licensure requirements, attain graduate credit, move up on the pay scale (dependent on district policy), and participate in an online discussion component. During the 2001-2002 academic year, The Office of Continuing and Extended Education, the School of Education, the La Crosse, Onalaska, West Salem and Black River Falls school districts, and CESA #4 offered a credit course that enabled beginning teachers to work toward satisfying the new state teacher licensing requirements encompassed in PI-34.

Course content includes:

- Learning about new state licensure standards and the implications for initial educators with UW-L faculty and CESA #4 staff.
- Self-assessing own practice with respect to Wisconsin teaching standards.
- Creating professional development plan to address self-assessment.

WWLEARN

The Western Wisconsin Linked Education And Resource Network (WWLEARN, pronounced "We Learn") is a full motion, fiber-optic, two-way video distance-learning network serving the educational needs of western Wisconsin.

The sixteen WWLEARN sites are located at CESA #4, the University of Wisconsin-La Crosse, Western Wisconsin Technical College, and at Bangor, Cashton, De Soto, Hillsboro, Holmen, La Crosse Central, La Crosse Logan, Norwalk-Ontario-Wilton Brookwood, Onalaska, Sparta, Viroqua, Westby and West Salem High School. Since 1997, UW-L School of Education and the Office of Continuing Education and Extension have offered 16 credit courses for teachers.

EFN/C-I 715: Issues and Trends in Education

Another partnership which links CESA #4, UWL and area school districts involves CESA #4's annual Renaissance Workshop attracting teachers and administrators from throughout western Wisconsin. Under the auspices of the Department of Educational Studies and the Office of Extended and Continuing Education, a course called Issues and Trends in Education was offered to 360 teachers and administrators attending the workshop in 2001-2002. The course focused on at-risk students, storytelling, civic education, writing, educational psychology, standards and assessment, and authentic teaching.

College of Sciences and Allied Health

A Collaborative Program for Math and Science

A half-day workshop held on 30 August 2001 brought together local high school math and science teachers with UW-La Crosse instructors who teach introductory science and math courses. The goal was to identify the skills that a student needed to be successful in college and then to develop materials that would help students develop these skills. The teachers and UWL instructors discussed ways to integrate these skills into their courses. The materials developed from this collaboration are available on a website for both high school and first year college students at <http://bioweb.uwlax.edu/website/website.htm>. The project was supported by UW System, the Wisconsin Department of Public Instruction, Cooperative Education Service Agency (CESA)#4, and the UW-La Crosse College of Science and Allied Health. Key figures include Professors Scott Cooper from the Department of Biology and David Bange from the Math Department at UW-La Crosse, and Myrna Daugherty from CESA #4. No less than twenty-eight public school teachers from La Crosse, Sparta, Holmen, Onalaska, and Tomah representing the disciplines of astronomy, biology, chemistry, math and physics participated in this collaboration along with twenty UW-La Crosse professors from the sciences. Professor Judy Beck, a science education professor from the Department of Educational Studies, also collaborated in this effort.

Teachers Using Living Plants (TULIP Project)

Tim Gerber from the biology department established a fruitful partnership with Onalaska Public Schools through his program, "Teachers Using Living Plants" (TULIP) which provides botanical education for K-12 students. TULIP's major objectives include the promotion of "effective botanical education of K-12 students" through "reducing plant blindness" which is "the inability to see or notice the plants in one's own environment (Botanical Society of America, 1995; Wandersee & Schlusser, 2001). In addition to providing plant information and suggested activities to K-12 teachers, TULIP also emphasizes curriculum connections to demonstrate that the study of plants is not only important for the sciences, but for the humanities as well. Initiated in 1997, TULIP continues to reach an increasing number of students. (See <http://www.uwlax.edu/faculty/gerber>).

Biology 101 - General Biology
Biology 103: Introductory Biology

Biology 105: General Biology is an option for La Crosse Central and La Crosse Logan students to receive 4 undergraduate college credits. The course is an introduction to biology including topics in ecology, population biology, nutrient cycling, food webs, cell structure and function, metabolism, photosynthesis, reproduction, genetics, molecular biology and evolution. The program provides a strong foundation for further science courses, and is designed for science majors, allied health majors and students with an interest in science. Admission requirements are that the high school seniors must rank in the upper 25 percent of their high school class or achieve an ACT composite score of at least 26 (SAT 1170). High school juniors must rank in the upper 10 percent of their high school class. The two high school faculty teach the lecture portion of the course at the high school, but the students attend lab classes on-campus with other college freshmen. This course is delivered in accordance with UW System General Administrative Policy Paper (GAPP) #36-*College Credit Courses Offered in Wisconsin High Schools by Approved High School Teachers*.

Biology 103: Introductory Biology was offered during the spring semester of 2002 year to eighteen advanced high school students in partnership with the La Crosse School District. As with Biology 101, this course was offered through the Office of Continuing and Extended Education at UW-La Crosse.

Table
Biology Enrollments
La Crosse High School Students at UW-La Crosse

Bio 101	Spring, 1999	27
Bio 101	Spring, 2000	15
Bio 101	Spring, 2001	15
Bio 103	Spring, 2002	<u>18</u>
Total enrolled		75

Summer Youth Programs for 2002

A series of summer youth programs at UW-La Crosse reaches students from first grade all the way through high school. Faculty from all four colleges are involved with this program on a variety of levels. Among the program offerings for summer of 2002 for girls entering grades 6-8 is the popular Girls in Science which includes the following classes taught by UWL faculty from June 22-23rd:

- An opening presentation features a laser demonstration by Mike LeDocq from Physics. Faculty and staff from the College of Sciences and Allied Health meet with parents to discuss the importance math and science skills along with ways that parents can encourage daughters to participate in the summer courses.
- "Programming with Turtle Logic," by Kenny Hunt from Computer Science
- "Hands on Rehab for Injury Prevention and Recovery:What is it? Who can do it? by Patricia Wilder and Kim Harbst from physical therapy; Carlos Soneira from clinical sciences
- "Taking A Bite Out of Crime Using Molecular Biology," by Anne Galbraith from biology
- "Swimmers, Crawlers, and Floaters: Life in a Stream," by Roger Haro from biology
- "Disease Detectives," by Bonnie Bratina from microbiology
- "Catch a Flying Car," by Susan Kelly from mathematics
- "Queue Tips," by Patricia Nelson from mathematics
- "Vitamin C Survival," by Sandy Grunwald from chemistry
- "Shards of the Past: Experimental Archeology," by Connie Arzigian from archeology
- "The Case of the Grumpy Grandmother," from Sandra Koster and Elma Olin from chemistry
- "1...2...Chaos!" by Robert Klindworth from physics
- "Where in the World Are You?" by Cynthia Berlin from geography
- "Fun and Games Using Probability and Statistics," by Dave Reineke from mathematics

The Young Scholars program enjoys an even longer history at UWL and is organized for students entering grades 5-9. Offered over a five day period from July 8-12, the program integrates the following classes:

- "Brains Rule!" by Bradley Seebach from biology
- "Crawleology 101: Getting Up-close and Personal with Insects and Other Invertebrate Critters," by Roger Haro and Daniel Sutherland from biology
- "Endangered Species," by Judy Beck from educational studies
- "Fun with Fungi," by Tom Volk from biology
- "Making Your Home on the Web," by Karin Bast from information systems
- "Math is Everywhere!" by Bruce Riley and Robert Hoar from mathematics
- "Mayhem at the Mall," by Elma Olin and Sandy Koster from chemistry
- "Mural Mania," by Jennifer Williams from art

- "Television Production," by Patricia Turner, communication studies
- "Words into Worlds," by Byron Kopp from English

Cool Science for Coulee Kids is planned for middle school students interested in science. Students participate in three, hands-on science workshops taught by university faculty. The program guide states that the goals of the class are to "increase student's academic ability, social skills and self-respect" as well as "motivate students to continue to pursue science courses in high school" and "introduce them to university life" (p. 18). Included among the criteria for admission are that the participant is a student of color or from a household with financial need along with at least a C average in math and science courses. The following faculty from chemistry and math taught the workshops:

- "Vitamin C Survival," by Sandy Grunwald, chemistry
- "Catch a Flying Car," by Susan Kelly, mathematics
- "Fun and Games Using Probability and Statistics," by Dave Reineke, mathematics

Youth Program Participants - Summer 2002 - by Wisconsin Town

	Girls In Science	Cool Kids	Environmental Explorers	Young Scholars	Vocal Jazz
Appleton	1				
Bangor			1		
Burlington	2				
Camp Douglas				1	
Cashton				2	
Colfax					1
Chetek					1
	Girls in Science	Cool Kids	Environmental Explorers	Young Scholars	Vocal Jazz
Columbus	1				
Coon Valley		1		1	
Cottage Grove					
De Forest	1				
De Pere	1				
Delafield	1				
Eau Claire	3		1		
Ettrick	1				
Holmen			2	7	1
Independence				1	
Janesville				1	
Jefferson	1				
Juda					1

La Farge					
La Crosse	8	4	11	44	2
Livingston					2
Lone Rock	1				
Madison	1		2		
Mazomanie	1				
McFarland	2				
Menomonee Falls	1				
Mindoro			1	1	
Naperville				1	
Neshkoro	1				
North Prairie	1				
Onalaska	3	3	4	33	5
Ontario		1		1	
Oregon	2				
Oshkosh	1				
Portage	1				
Rhineland				1	
Sparta				4	2
Stanley				1	
Stoddard		1		4	
Tomah				1	
Trempealeau			1	2	
Waukesha	1				
Wausau					1
Wautoma					3
West Salem			2	7	1
Whitehall				2	1
Wisconsin Rapids	1				
Totals (WI)	37	10	25	115	21
Minnesota	1		2	15	3
Illinois					1

PHYSICS DEPARTMENT

The UW-L Physics Department has developed partnerships and collaborations with colleagues in the School of Education and with local cooperative educational service agency (CESA4), and local area teachers to improve the preparation of pre- and in-service teachers.

OPERATION PRIMARY PHYSICAL SCIENCE (OPPS)

The way science is taught in the early years of school affects not only achievement and skill development, but also children's attitudes towards science learning. Critical barriers to science at the elementary level include teachers limited background knowledge of science, limited manipulative materials, and pedagogy practice update knowledge. To address the nationally identified need for primary level teachers of science, the National Science Foundation funded a Louisiana

State University Proposed Project, Operation Primary Physical Science (OPPS), to develop curriculum materials and deliver workshops throughout the country targeted at K-3 level science improvements. The project curriculum emphasizes a hands-on/minds-on approach to science teaching which meets the National standard goals for content and recommended pedagogical practices.

The University of Wisconsin-La Crosse was selected as one of 30 teams from across the nation to be trained to deliver local workshops using the developed OPPS materials. The teaching team consists of a physics professor (Gubbi Sudhakaran), a science methods professor (Lucy Slinger), and a local K-3 level teacher (Geri Wettstein).

The UW-L team attended the National leadership workshop held at Towson State University in Baltimore, MD from July 24, to August 7, 1996 and developed the following physical science units.

- Air
- Changes in Matter
- Lenses
- Light & color
- Magnets
- Matter
- Moving Objects
- Sink & Float
- Solids & Liquids

The OPPS leadership team met again in December of 1997 and 1998 in New Orleans to fine-tune the Physical Science Units. Each team was required to conduct a 15-day in-service program for 20 local elementary grade teachers each year for two consecutive years following the leadership program.

In the summer of 1997, a workshop entitled "Physical Science Teacher Enhancement Workshop - A Course for Elementary Teachers" was offered to 24 area K-3 teachers. Participants in this workshop are listed below.

<u>School</u>	<u>Participant</u>
Hamilton - La Crosse	Gerianne Wettstein
Harry Spence - La Crosse	Susan Berger
	Susan Bianchar
	Melissa Goyette
	Karen Walsko
Hintgen - La Crosse	Julie Di Rocco
	Gayle Jordan
North Woods - Onalaska	Rose Kulig
	Lynn Lange

Oak Grove - Holmen	Susan Polodna
	Sue Torris
Pertzsch - Onalaska	Betty Baird
	Janet Rundle
	Lynn Scarseth
	Jill Doll
Houston Elementary	Susan Boyer
St. Mary's - Tomah	Delores Bornbach
	Debra Squires
	Mary MacLaren
Viking - Holmen	Sharon Derosa
West Salem Elementary	Francine Jones
	David Langer
	Maria Moseler
Westby Elementary	Marla Fencl

The objectives of this workshop were as follows.

- In-service teachers acquire an understanding of the National science standards, inquiry pedagogical practices and teaching activities for the physical science topics of Sound & Music and Nature of Matter.
- In-service teachers acquire an understanding of the fundamental uses of computers to enhance primary level science instruction i.e. email, Internet and commercially available software.
- Teachers develop criteria for selecting computer related activities and adapting existing science curriculum plans to incorporate technology in their classroom pedagogical practices for science

A second workshop entitled "Guided Learning: Primary Physical Science & Technology Update," an Elementary Teacher Workshop was given from June 22-26, 1998. Funding for the workshops was possible through the following grants.

- "Life Beyond Hyperspeed: Use of Technology in a Primary Learning Environment," a PK-16 Instructional Technology Initiative, UW System Grant, \$29,297 (1998).
- "Expanding participation in and Assessment of the OPPS NSF Sub Grant Project," Eisenhower Professional Development Program, \$7570, 1997.
- "OPPS Subgrant" from Louisiana State University, \$6000, 1997.

- "Life At Hyperspeed: Use of Technology in a Primary Learning Environment" a PK-12 Instructional Technology Initiative, UW Systems Grant, \$37463 (1997).

A PK-12 Learning Technologies in the Classroom Initiative synopsis was posted on the UW-L Physics Department homepage located at <http://perth.uwlax.edu/physics/pk12.htm>? (See copy in appendix).

Project NOVA

Project NOVA (NASA Opportunities for Visionary Academics) has been created with NASA funding to develop and disseminate a national framework for enhancing science, mathematics and technology literacy for the teachers in the 21st century. The framework uses interactive learning and integrates science, mathematics and technology as a means of developing a new paradigm for educating teachers. The objectives of project NOVA are as follows. Project NOVA will:

- Disseminate a national pre-service model that is based on national standards and benchmarks for mathematics, science, and technology and involves the research and development areas of NASA (Earth Sciences, Aeronautics and Space Technology, Human Exploration and Development of Space, and Space Science)
- Encourage collaboration between school of education and science/math/engineering faculties to develop innovative approaches to teacher preparation for student learning
- Through a world wide web server, link all sites together and provide a means for faculty and students to exchange and have access to the model, materials, activities, and updated information
- Utilize interactive technologies in learning
- Make use of instructional strategies that are not common in traditional content courses
- Be compatible with new teacher certification

An UW-L team consisting of Lucy Slinger, Gubbi Sudhakaran, and Ron Rada was selected to attend a project NOVA leadership workshop in Houston, Texas in May 1998.

In July of 1998 a proposal entitled "A New Course In Physical Science: Developing Scientific and Technological Literacy Through Physical Science for Educators," was submitted to Project NOVA. The main objective of the proposal was to develop a new 4 credit, 1 semester Physical Science course for

elementary education majors that covers the central theories of physics and chemistry outlined in the Benchmarks and National Science Standards. The proposal was funded by Project NOVA for \$27,851 in the fall of 1998.

In the fall of 1999, a 4 credit physics course, PHY 106 - Physical Science for Educators was offered for the first time exclusively for UW-L elementary education majors. Course details are listed below.

- COURSE DESCRIPTION: This is an introductory integrated lab/lecture course in Physics and Chemistry intended primarily for elementary education majors. The purpose of the course is to enhance student's physical science knowledge and to provide pre-service teachers a basic understanding of physical science concepts, a model advocated for science teaching, and an understanding of the nature of science as preparation for their own science methods course. The topics covered in this course are matter, changes in matter, motion, electricity and magnetism, sound, light, atomic structure, elements and the periodic table.
- COURSE STRUCTURE: This course is taught in an "interactive" mode wherein lecture and lab activities are integrated. There are 10 tables in the classroom with a limit of 4 students per table. Activities and teaching techniques are used that encourage students to become involved in this learning process. Students will work in small groups to (1) develop and present activities involving the "evidence for the scientific answer" part of the learning cycle, (2) design an appropriate investigation to be conducted with everyday manipulatives, (3) repeat the investigation with more sophisticated instrumentation, and (4) prepare a lab report on each investigation, including conclusions and implications to communicate and present results.
- PROJECTS: There will be two small group projects students will complete as part of the grade in this course. All projects will include a 2-3 page written report submitted for grading. For one of the selected topics, your project will be to develop and conduct your own scientific investigation that goes beyond the activities conducted in class. The investigation must have a clearly stated researchable question, clearly described procedures which include replication for reliability, data collection, an appropriate analysis section, and a conclusion and implications section in which students relate their findings to everyday situations. The other two project reports will involve using the Internet and/or library to identify how the concepts learned for a topic have been or being incorporated by NASA scientific enterprises. Each group will give an oral presentation about

their project on the dates shown in the schedule. The written report for each project is due within one week of the oral presentation.

- JOURNAL: One part of learning science is to reflect on what makes sense to the student as a learner. To encourage students to begin to think like teachers, a journal will be maintained. Weekly entries (minimum of one page) are expected. Each week, an entry should address the following questions: (1) What were the three most significant scientifically related topics covered in class this week? (2) What class content was unclear or confusing? (3) What course content would you like to know more about? For an outstanding grade on this journal you are expected to do your own follow-up learning in relation to questions 2 and 3 and include in your entry what you did to expand your scientific background knowledge. Finally, you can add any other comments you would like to make in relation to that week's class experiences and learning. Each journal entry should clearly identify the following sections within your weekly entry: "What I learned," "What I am unsure about." "What I want to learn more about." and "Comments." The journal entries will be submitted by e-mail to the class account "phy106@uwlax.edu."

40 elementary education majors enroll in this course each fall and spring semester.

Last spring, Dr. Alok Kumar, a Project NOVA administrator, made a site visit to UW-L Physics Department to evaluate the PHY 106 course. Here is the summary of Dr. Kumar's findings.

- This course is quite successful. According to Dr. Kumar, this is the kind of course NOVA administrators envisioned when they sanctioned the project. The program does an excellent job in changing the mindset of pre-service teachers. They have a positive feeling about science, high self-efficacy level in science teaching, and comfortable about their content knowledge.
- This course is a recommended course, not a required course for education majors. About 80 students, out of 700 education majors, take this course per year.
- Field experience should be incorporated. There are several local sites where such a visit can be valuable.
- Two physics instructors teach this course this semester. Initially, a physics instructor and an education instructor taught the course. It is unlikely that the course will have an education instructor in the near future due to budgetary constraints. For similar budgetary reasons, it is unlikely

that multiple sections of the course will be offered in near future.

- Due to the higher profile of the department and the efforts of the chair, one Nobel Laureate in Physics is invited every year to visit the department. For example, William Phillips, Doug Osheroff, and Steven Chu have visited the department in the last three years. All Nobel Laureates are asked to teach the PHY 106 course. This creates tremendous enthusiasm and goodwill among students. These Nobel Laureates are a great motivating factor for students.
- The activities of this course and teacher portfolio should be placed on a website for national dissemination. It is a highly successful project that needs to be shared nationally.

Laser Shows to Area School Children

The Physics Department offers physics demonstrations and laser light shows to the local area school children (K-6 grades) each year in May. These shows are designed to promote student interest in Science at an early stage. This annual event started in 1994 and since then thousands of school children have enjoyed this show. As an example, listed below are schools that visited UW-L for laser shows during May of 2002.

In addition, in past years the Physics Department has offered laser shows to juniors and seniors at Western Wisconsin Physics and Laser Shows (for students, parents, teachers, and other guests)

- Lawrence Larson Elementary, two shows, 225 students and teachers, May 20, 2002.
- Longfellow Middle School, three shows, 260 students and teachers, May 21, 2002.
- Meadowview Elementary School, four shows, 440 students and teachers, May 22 and 23, 2002.
- Blessed Sacrament, two shows, 375 students and teachers, May 24, 2002.
- St. Mary's, one show, 50 students and teachers, May 24, 2002.
- La Farge Elementary (3rd Grade), 30 children and parents, November 16, 2001.
- Bluffside Day Care Center, 30 children and teachers, August 31, 2001.

-Upper Michigan Junior Science and Humanities

Symposium, the Lac Courte Oreilles-Ojibwa Community High School, elementary students and community in Hayward, Wisconsin, and to Spotted Eagle High School and middle school students in Milwaukee, Wisconsin.

Planetarium Shows

UW-L Planetarium is a multi-media facility which can be used to simulate the skies at any place or time and to present taped or live programs on various astronomical and space topics. It is used as an adjunct to university instruction in Astronomy and other subjects and to provide instruction to area schools, the community, and private groups.

The Planetarium serves the university, the community, and the surrounding area schools in several ways. Six different monthly programs are presented on Monday evenings during the school year to the general public in October, November, December, February, March, and April. Educational programs tailored to specific instructional requirements are provided to local and area schools within about a 100-mile radius. Church, youth and other groups are presented private programs whenever requested.

The attendance figures for the last 3 years are listed below.

- 9,341 (includes 1,908 Astronomy students)
- 8,937 (includes 1,690 Astronomy students)
- 8,565 (includes 1,618 Astronomy students)

Research Collaboration

Several La Crosse Central and Holmen high school students, who are listed below, have participated in research projects conducted in the FIR laser lab:

Kristy Stokke
David Carmona
Jamin Stortz
John Sullivan
Tara Guberud

New Mathematics Department Initiative

Beginning the fall semester of 2002, mathematics department chair Bruce Riley will participate in an experimental program at Lincoln Middle School in La Crosse. He provides instructional support for a geometry class offered via distance learning from the math department at La Crosse Central High School for four students at Lincoln. The class is offered two hours per class day. In further developing his understanding of mathematics education in the public schools, Professor Riley will also act as an evaluator for this geometry program as well as a consultant to La Crosse Public Schools in mathematics. Experiences gleaned from this geometry program will be integrated into the middle/secondary mathematics methods course.

Office of Student Services

Upward Bound Program

Upward Bound is funded by the United States Department of Education and is sponsored by the University of Wisconsin-La Crosse. This pre-collegiate program helps high school students develop academic skills, build self-confidence and prepare to enter and succeed in college. Student eligibility is linked to either federal low-income guidelines or if neither parent in the home has a four-year college degree. Program services offered during the school year include:

- Weekly tutoring sessions with UWL student tutors.
- Monthly Saturday activities to explore career, educational, cultural and recreational options.
- Day-long visits to regional universities and colleges.
- Help with college financial aid and scholarship applications.

The six-week summer program integrates the following activities:

- UWL residence hall living with other Upward Bound students, tutors and staff.
- High school classes in math, science, language arts, social studies, and modern languages.
- Tutoring for academic enrichment.
- Cultural and recreational activities.

Upward Bound students also enjoy access to UWL facilities including Resource Center and networked computers. Currently, the program is open to high school students from Sparta, La Crosse Central and Logan, Black River Falls, Holmen, and Tomah. During the 2001-2002 school year and through the summer of 2002, a total of 86 students participated in Upward Bound. Upward Bound Director Sara Bentley reported that 75-100% of the high school graduating classes in the program since 1989 went on to college. Moreover, 31% of the high school students in participating in Upward Bound between 1993-1997 received college degrees while another 17% are still enrolled. Considering the years 1995-1997, 27% of Upward Bound students graduated while 27% are still enrolled. There is no doubt that Upward Bound continues to open students up to meaningful learning opportunities in a campus setting.

La Crosse School District-Wide Parent Committee

This committee serves in an advisory capacity to the La Crosse School Board and the administration of La Crosse Public Schools. Among the members are Terry Wirkus and Larry Sleznikow from Instructional Technology along with Garth Tymeson, Dean of HPERTE. Garth also serves on a co-curricular committee which remains active in the school arts program.

Website Directory

Biolearn

<http://www.wisc.edu/cbe/biolearn>

Clinical Experiences-School of Education

<http://perth.uwlax.edu/tefp/clinicalindex.htm>

Collaborative Program in Math and Science

<http://bioweb.uwlax.edu/website/website.htm>

Economics Education

www.economicswisconsin.org

Junior Science and Humanities Symposium

<http://www.jshs.org>

Kids on the Block

<http://www.kob.com>

Mississippi Valley Archeology Center

<http://www.uwlax.edu/mvac>

National History Day in Wisconsin

<http://www.shsw.wisc.edu/oss/historyday.html>

National Youth Sports Program

<http://www.uwlax.edu/nysp>

PK-12 Learning Technologies in the Classroom Initiative

<http://www.perth.uwlax.edu/physics/pk12.htm>

Project TULIP

<http://www.uwlax.edu/faculty/gerber>

Research Center for Cultural Diversity and Community Renewal

<http://www.uwlax.edu/cdcr/cdcrweb>

Teaching American History

<http://www.uwlax.edu/teachhistory>

Upward Bound

<http://www.uwlax.edu/upbound>

Washburn Academy

<http://www.cesa4.k12.wi.us/programs-services/washburn/index.htm>

Wisconsin Improvement Program

www.dpi.state.wi.us/dpi/dlsis/tel/wip.html