

Teacher Talk

campus & community collaborations impacting PK-16 learners

School of Education
University of Wisconsin - La Crosse

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UW-L Special Populations Program



APE teacher candidate Ryan O'Connell and Motor Development Participant Erik O'Brien enjoy aquatics in the Motor Development Program.

Did you know that teacher candidates in the 15-credit, undergraduate Adapted Physical Education concentration receive over 200 documented hours of teaching experiences with children with disabilities prior to student teaching?

The mission of the APE concentration is to prepare highly qualified adapted physical educators who can provide quality physical education services to students with disabilities in PK-12 school settings. Through the UW-L Special Populations Program (SPP), teacher candidates are allowed opportunities to apply class content to real-life, authentic teaching experiences. The Director of SPP, Manny Felix, states, "It is absolutely vital to afford experiences that allow for application and synthesis of content learned in class as well as evaluation and reflection of one's own teaching.

These teaching experiences ultimately instill a sense of confidence in working with children and youth with unique needs for our teacher candidates".

The SPP consists of an array of community-based programs offered through the Department of Exercise and Sports Science within the College of Science and Health and the School of Education. The primary mission of the SPP is to offer a variety of quality physical activity and fitness programs to many individuals representing a wide range of disabilities and ages. Modified instruction in specific physical activities is provided to participants within the SPP who may not otherwise be able to participate in the general community. Major programs under the auspices of the SPP include the Motor Development Program, Therapeutic and Physical Fitness Program and the Adapted Aquatics Programs (cont).

Coulee English Teachers Collaborative Conference

When UW-L English faculty started brainstorming about ways to improve their service to students, they came to the conclusion that they needed to know more about what these students were doing in their high school English classes and how those faculty were

meeting the same kinds of pedagogical challenges in their classrooms. Virginia Crank and Richard Sullivan of the English department consulted with SOE colleagues Peg Finders and Jon Davies, and the idea that emerged was a one-day conference to bring together area secondary

and college English faculty. Crank received a UW System Office of Professional Instructional Development grant to fund the conference, which took place on the UW-L campus on September 21, 2007. Over fifty participants joined the Coulee English (cont Pg 4)

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Department of Educational Studies Website Updates

Visit the Department of Educational Studies (DES) website to see all the recent changes! The website has an updated faculty/staff directory, links to program information, student and staff resources and information on the Marian Hammes Early Childhood Center, the Rhea Pederson Reading Center, the Alice Hagar Curriculum Resource Center and the Educational Media Center.

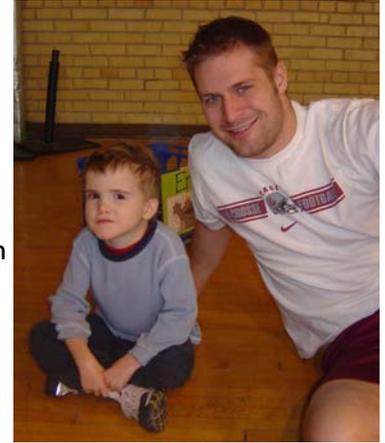


<http://www.uwlax.edu/des/>

UW-L Special Populations Program (Cont)

The Motor Development Program provides individual and group instruction in the areas of aquatics, fitness, motor skill development and recreation to children and youth with a variety of physical and/or cognitive disabilities between 3-21 years of age. The Therapeutic and Physical Fitness program provides personalized and functional health-related physical fitness training for individuals with physical disabilities 18 years of age and older. The Adapted Aquatics program provides 1:1 instruction in a variety of aquatics skills including water adjustment, buoyancy, water propulsion and deep water as well as safety skills for children and youth with disabilities between the ages of 3-15 years of age (this program is different from the Adapted Aquatics Partnership described on pg 7.) Beyond these core year-round programs, APE teacher candidates have also gained valuable teaching experiences in other venues such as Special Olympics, La Crosse Leadership Program and West Salem Aquatics.

Teacher candidates in the APE concentration have benefited tremendously from the Active and Healthy Lifestyles for Children and Youth with Disabilities grant project directed by Garth Tymeson and Shelley Wetzel. Numerous community-based activities such as Soccer for All, Hoops for All, T-Ball for All, Outdoor Winter Activities, Kids Marathon (and other community runs) and Fitness for Youth with Disabilities have been offered through local organizations such as the YMCA, YWCA, La Crosse Park and Recreation and the Boys/Girls Club. Also, through this project the Physical Activity Mentoring Program allows UW-L students from all disciplinary areas to gain experience working with children and youth with disabilities in physical activity settings.



APE teacher candidate Reid Oldenburg takes a moment to relax with Motor Development Participant Erik O'Brien.

For more information on the SPP programs, please contact Manny Felix at 608-785-8691. For more information on Active and Healthy Lifestyles for Children and Youth with Disabilities, please contact Shelley Wetzel at 608-785-8695. ■

Health Education and Health Promotion Offers 910 Add-On Health License

The Health Education and Health Promotion Department is excited to offer a 15 credit program for people seeking the 910 Add-On Health license. Interested participants must hold a current teaching license.

This program is designed to better serve the needs of professionals who are unable to come to campus during the regular school year. It combines traditional on-campus learning experiences with on-line coursework so that participants may complete a portion of the program from home. An outline of the required coursework and the sequence of experiences are listed in the box below.

Spring 2008 – (3 credits)

SHE 705 – Essentials of Health & Wellness

Summer 2008 – (9 credits)

SHE 710 – Leadership in School Health

SHE 715 – Curriculum & Instructional Methods

SHE 720 – Adolescent Health Issues

Fall 2008 – (3 credits)

SHE 725 – Seminar/Field Experience

During the spring, participants will complete an online experience to review/further study health content. The summer session combines three classes in a spiraled curriculum format that will be delivered on campus. Participants are required to complete a field experience during the fall semester where they will be able to apply the concepts learned throughout the program.

In order to earn 910 licensure, participants must complete the entire program in the sequence listed above and successfully pass the PRAXIS II examination. For more information please contact Tracy Caravella at caravell.trac@uwlax.edu or at 608-785-6788. ■

The Conceptual Framework gives the School of Education a distinct emphasis, a vision of the kind of programs it wants to provide and the characteristics of the teachers it hopes to develop. It simply describes for everyone what the programs are all about.

The Conceptual Framework articulates a shared vision for the School of Education. It serves as a means to communicate a rationale for educational practice and a guide for how professional education programs are planned and organized.

The Processes for the Development of the Conceptual Framework:

SOE faculty engaged in a process of reviewing and articulating our shared beliefs through the creation of a conceptual framework. The impetus for these continuous improvement efforts includes the challenge of new education standards, current research on effective practice and the specific needs of our student population.

Faculty from School Health Education, Physical Education Teacher Education and the Department of Educational Studies came together as a design team. They first reviewed the existing conceptual framework document and surveyed the entire SOE faculty. They then began examining current research as well as conceptual frameworks from other Institutions of Higher Learning. The design team drafted a document and presented it to the SOEL team who took the draft to their program areas for discussion. The design team then made revisions based on recommendations from the faculty and presented the draft again to SOEL, where the leadership team discussed needed revisions. The School of Education adopted and approved the Conceptual Framework on April 20th, 2007.

Vision:

The School of Education at UW-La Crosse strives to become a leader in the preparation of globally responsive teachers through a University-wide commitment to teacher education.

Definition: The Globally Responsive Teacher

The globally responsive teacher believes that all learners can learn at high levels and persists in helping all learners achieve success. The teacher appreciates and values human diversity, shows respect for learners' varied talents

and perspectives, and commits to the pursuit of excellence for all learners. Globally responsive teaching includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive teachers act to make the world a healthy and more sustainable and just environment.

Mission:

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



Visual Conceptual Framework Explanation

Across the United States and around the world, teachers face many challenges. Especially problematic are the economic, social, and political contexts that make difficult our attempts to address differences and inequities in schools and other learning environments. Yet, in the face of these challenges, we are committed to preparing teachers who teach all learners.

The core of the School of Education's conceptual framework depicts our vision and commitment to providing professional education programs focused on preparing globally responsive teachers. Learners inhabit the core of our visual as a constant reminder that our purpose is ultimately to serve the needs of diverse learners across the age spans. We have intentionally placed reflective practice near the core of our vision and around the learners to illustrate the importance of reflection in all aspects of the teaching profession. Our teacher education candidates will become globally responsive teachers only through meaningful and ongoing reflective practice and professional development. Reflective practice builds and sustains the critical components of an effective teacher, as illustrated by the surrounding text.

Coulee English Teachers Collaborative Conference (Cont)

Teachers Collaborative for a series of roundtable discussions on the transitions between high school and college English, creating assignments, engaging students in the study of English, and other topics. Over lunch participants from La Crosse Central, La Crosse Logan, Onalaska, La Crescent, Viroqua, West Salem, and Westby, as well as UW-L and Viterbo University, shared ideas for future collaboration. Onalaska High School teacher Karen Hellman summed up the feelings of many participants when she said it was great to be around other "English Minds" for a day, "to spend a day talking about what we do, why we do it and how we can do it better."

Future CETC events may include 2-hour evening seminars on specific teaching topics, such as using peer review or developing grading rubrics. Crank hopes also to find sources to fund another one-day conference next year and to include more UW La Crosse English Education students in the roundtable discussions. As a first step toward greater dialogue, the Coulee English Teachers Collaborative has created a blog, www.couleeenglish.blogspot.com, which offers participants an immediate electronic venue for sharing ideas and events. ■

Special Education Website

Visit the new Special Education website to learn more about the Special Education graduate and undergraduate opportunities offered through the School of Education.



<http://www.uwlax.edu/soe/special-ed/>

The Office of Field Experience

In July 2007, the Clinical and Student Teaching Offices were reorganized into the Office of Field Experience. As part of the School of Education, the Office of Field Experience works closely with various University of Wisconsin-La Crosse academic programs and PK-12 educators to coordinate placements in clinical experiences and student teaching and to monitor teacher candidate progress in meeting Wisconsin standards and certification requirements.

Catherine (Cate) Wycoff is the Office's Director, and Cindy Duley, the Assistant Director. Wycoff was a faculty member in the Department of Education Studies at the University of Wisconsin-La Crosse before serving as the Interim Director of the Student Teaching Office last year. Duley was an elementary school teacher before joining the faculty at Winona State University where she taught literacy courses and supervised student teachers for eleven years. Laurie Magnusson, Terry Langteau, and Ariane Hooker also provide invaluable assistance to the newly formed Office of Field Experience.

Wycoff and Duley are excited about the Office of Field Experience and the many opportunities it holds for teacher candidates, the School of Education, and PK-12 schools. During the summer, the Office of Field Experience hosted two workshops for local teachers. At these sessions, teachers shared their insights and expertise about existing field experience assessment tools, clinical and student teaching experiences, and the teacher education program at the University of Wisconsin-La Crosse. These conversations led, in part, to the development of the new student teaching and clinical evaluation forms introduced this semester. Wycoff and Duley look forward to continuing such collaborations with PK-12 educators and schools in order to provide quality educational experiences for learners of all ages.

Also new this semester is the establishment of the Field Experience Advisory Committee. Because the Office of Field Experience works with students and faculty from varied education programs, the Field Experience Advisory Committee was created to best serve and represent their particular needs and interests in alignment with P-I 34. The Committee is made up of representatives from School of Education programs and the Director and Assistant Director of the Office of Field Experience. In addition to enhancing communication between the Office of Field Experience and the professional education programs, Committee members serve as leaders in the development and implementation of measures designed to enhance the effectiveness of the Office of Field Experience and its work with PK-12 educators and schools. Wycoff and Duley also welcome your ideas and suggestions for the Office of Field Experience. ■

Wisconsin Partnerships Gets Youth READY for Emergencies

If you were in Camp Douglas, Wisconsin on any given Friday this summer when middle and high school students from across the state were ending their week at the **R**esponding to **E**mergencies **A**nd **D**isasters



READY Camp Counselors role-playing victims of a mock disaster.

with **Y**outh (**READY**) Camp, you would have seen UW-L Students and their cohorts from other Wisconsin campuses looking like they had been in the middle of a tornado. Broken bones, missing fingers, impaled objects, concussions, bruises and bleeding wounds were all there to see!

Undergraduate students served

as the 2007 READY camp counselors and one responsibility they had was to role-play being victims of a mock disaster!! The READY camp counselors consisted of nine undergraduate students from the University of Wisconsin-La Crosse - Kevin Becker, Mackenzie Flahive, Sarah Holmes, Ryan Klein, Jessica Luetke, Kelly Murwin, Carl Oliver, Chase Steiner and Katie Strey; and one student from each of the following professional preparation institutions: University of Wisconsin (Madison) - Sarah Klang; Cardinal Stritch University - Samantha Erschen; and Edgewood College - Kelly Scanlin.

University students preparing for careers in education, nursing, community health and school health worked as camp counselors at one camp in 2005, four camps in 2006 and four more in 2007. This past summer, approximately 350 campers attended a week-long camp to learn how to respond as a team in emergency situations. The READY Camp is a youth initiative funded by the Wisconsin Office of Justice Assistance. For the last three summers teams of youth from 134 Wisconsin communities (and one from Canada!) have come to develop teamwork, leadership skills and emergency response skills.

Campers spend the week working with at least 8 instructors representing fire service and emergency response teams from across the state working together to get middle and high school students READY. The camp was coordinated by a team of people including Dr. Marcie Wycoff-Horn (camp director, educational consultant and evaluator) and Dr. Leslie Oganowski (supervisor for READY camp counselors, educational consultant and evaluator). Both coordinators are members of the UW-La Crosse School Health Education Program in the Department of Health Education and Health Promotion. Members of the Wisconsin National Guard facilitated campers as they progressed through two challenge courses. On these courses, campers are required to work together to achieve team goals. For example, while on the low ropes course, campers move through a series of stations where they must manipulate provided materials and supplies to get their teams successfully from one end to the other. Boards, barrels, buckets and ropes are used to move from the beginning to the end of the challenge. All team members must make it across, following "rules" that are described at the beginning (i.e., "No one can step off of the platform until all team members make it to the other side of the course"). When time is up, campers discuss the strategies that were used to effectively achieve their goals (e.g., what helped the team work as a cohesive group?) and reinforce that these skills would be needed if they were working as part of a team in an emergency response situation (cont).



READY Camp Counselors

Wisconsin Partnerships Gets Youth READY for Emergencies (Cont)



In this Leadership Development Challenge Course, teams had to cross a swaying bridge above a flooded river, all without getting wet!

Each Friday the READY campers were able to test their learning and skills. After a week of practicing leadership, first aid, CPR, AED and emergency response skills, they organized their team according to the incident command system and worked for over an hour to get ten victims out of a building that had collapsed due to a tornado, injuring all of the people inside. Campers carried victims out, gave them care, kept them calm and prepared them to be transported by ambulance. We didn't lose a single victim all summer!!

This training is part of a curriculum adapted from CERT (Community Emergency Response Team), developed by FEMA (the Federal Emergency Management Agency). The READY campers learn how to respond using an "incident command system," as well as how to triage the injured, safely remove an injured person from a damaged building, and how to put out a fire as part of the SERT (School and Student Emergency Response Team) curriculum. The adult-directed CERT curriculum has been adapted to serve the learning needs of campers between the ages of 13-18. "Our goal is to train youth in lifelong skills so they will be able to respond effectively if they are ever faced with an emergency or disaster situation," says Center for School, Youth and Citizen Preparedness Director Mary Jean Erschen.

The READY Camp is a collaborative project of the Department of Homeland Security, Citizen Corps Council, Office of Justice Assistance, Department of Transportation Safety, Department of Public Instruction and the Center of School, Youth, and Citizen Preparedness. ■

The second challenge course, the Leadership Development Course (LDC), was facilitated by READY camp counselors. Teams were again engaged in simulations that required them to get all team members from the beginning to the end successfully. For example, one station had teams balancing on boards above toxic chemical spills, while another station had students cross a swaying bridge above a flooded river. Each station had a time limit and half of them (i.e., the flooded river simulation) added the additional obstacle of completing the task without getting wet! The next task for campers was to complete the American Red Cross certification in First Aid, CPR (cardiopulmonary resuscitation) and AED (automated external defibrillation). READY camp counselors reinforced instruction by helping campers practice each of the skills involved. These included bandaging, splinting, treating people for shock and how to stop bleeding. The parking lot at the hotel where the campers stayed all week was scattered

Masters of Education Professional Development Programs

Visit the newly revised ME-PD website for information on the three program areas, Learning Communities, Professional Development and Initial Certification.

Learning Communities - This program is a fully accredited master's degree program offering a unique format of one weekend a month face-to-face time and community structure that sets it apart from many traditional graduate degree programs.

Professional Development - This is a Non-Certification option designed for graduate students who want to develop education-related competencies to meet career and personal goals.

Initial Certification - This option is for students possessing a baccalaureate degree who wish to obtain licensure to teach while simultaneously earning a master's degree.



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

UW-L Adapted Aquatics Partnership

The UW-L Adapted Aquatics Partnership of the Special Populations Program represents a collaborative partnership between the UW-L Adapted Physical Education program and the La Crosse School District. In this win-win partnership, students with a variety of disabilities from three elementary schools (Southern Bluffs, Summit, and Spence) come to Wittich Hall pool on Wednesday afternoons for aquatic skills instruction. Teacher candidates in the UW-L Adapted Physical Education program teach and implement the program and also collaborate with veteran teachers in special education including adapted physical education specialists and classroom paraprofessionals.

Oftentimes, students with disabilities may not have the fundamental skills to participate in an activity like aquatics in community based programs or environments. Through this program, they gain those prerequisite skills so they can engage in an activity that can develop fitness while also be integrated with the community. Martha Tymeson, APE teacher at Southern Bluffs Elementary, states, "The fact that students receive their swimming instruction in a small group setting that is adapted for their varied cognitive and physical abilities helps the students to be more successful than other swim programs offered in the community. As a result of the program, many students with special needs are able to participate with their families and friends in additional community recreational swim activities (cont).



Thai Hannah from Spence Elementary practices his front crawl stroke with a UW-L student in Adapted Physical Education.

Off-Campus Physical Education Teaching Program

This Continuing Education run program is designed as a practitioner-oriented program for physical education teaching professionals seeking additional qualifications and expertise. Visit the program's new website to learn more.



<http://www.uwlax.edu/cont-ed/ess/>

Meet the 2007-2008 SOE Director's Council

Director's Council leaders provide guidance to the Director of the School of Education, serve as liaisons across the School of Education, and support students across all programs in the School of Education. Have a question about your program? Want to get more involved in SOE organizations? Ask a member of the Director's Council.



The Director's Council (left to right) back row: Chase Steiner (Physical Education and School Health Education EC-A), Libby McCoy (English and History EA-A), Samantha Hermann (MC-EA and Special Education), Maggie Brown (Broadfield Science, Chemistry and Physics EA-A); front row: Katie Strey (Physical Education and School Health Education EC-A), Kristen Zwirgzdas (Physical Education and School Health Education EC-A), Josh Guidote (History and Political Science EA-A). ■

UW-L Adapted Aquatics Partnership (Cont)

This SPP Adapted Aquatics Partnership represents a service-learning method of teaching that helps teacher candidates learn and develop by participating in service activities that meet real needs of students. It is integrated with teacher candidates' academic work and connects real life with the classroom, helps foster civic responsibility and provides time for teacher candidates to reflect on the teaching experience. This

"The adaptive aquatics program has been a positive experience for all of my students with various special needs. The kids have a special glow about them every Wednesday when they know they get to go swimming. It's very rewarding to see the enjoyment in all of the kids while they are in the pool and gaining so many life-long skills."

- Lisa Boyer, APE Specialist, Summit Elementary.

partnership has been shown to be beneficial for both Adapted Physical Education teacher candidates and public school students. ■



Teacher Candidate Amy Guth works with an elementary student in the UW-L Adapted Aquatics Partnership.

First the Kids, Now the Teachers

By Kathie Tyser, Associate Superintendent School District of La Crosse

La Crosse's Community Collaboration for Four Year Olds has become well known as the first community approach to offering a 4-year-old kindergarten program in the state of Wisconsin.

In 2006, looking toward the next step, a group representing the childcare community, the school district, the childcare resource and referral agency, institutions of higher education, Head Start and the Cooperative Educational Service Agency (CESA) began meeting monthly. All parties recognized the three institutions of higher education in La Crosse—University of Wisconsin-La Crosse, Viterbo and Western Technical College—met the needs of the early childhood community in different ways; therefore, involvement by all three was critical to moving forward. It quickly became apparent that a common vision was evolving: We needed a variety of credit-based learning options and incentives for staff with a variety of education backgrounds.

The guiding question was: Can we create a new professional development model that will truly raise the bar on educating young children across settings and institutions—public and private—in this community? Can we offer relevant options that might stimulate some staff to enter a degree program, others to seek a master's degree, and others to earn specific child care credentials? As new possibilities evolved caution and skepticism were gradually replaced with energy and enthusiasm. A plan was emerging:

1. Form cohort groups so all staff working with young children has the opportunity to dialogue and learn together, sharing expertise across settings.
2. Select topics of relevance that cut across the various settings and staff, teach them in an engaging environment, and collect feedback along the way.
3. Choose times, days and formats that will appeal to a wide variety of staff. Explore new and existing resources and grants to create affordable credit options.
4. Continue to work on "articulation agreements" between the institutions of higher education—course outcomes, credits and tuition. Support all staff in a more seamless movement among institutions as they work toward degrees.

The Wisconsin Model Early Learning Standards provided a common language for teaching young learners and seemed a natural place to start. A series of three Saturday dates was established, credit options were approved by each of the institutions, and flyers were distributed. The goal of 25-30 participants was met and surpassed.

The first offering was a resounding success with an amazing 70 participants, and the evaluations rated the offering very positively. The first cohort group was formed and interest was high. Childcare providers, including public and private preschool teachers, were in one room sharing the joys and challenges of educating young children. Three institutions of higher education are currently working together rethinking courses and options to support the effort. The School District of La Crosse, CESA 4 and Family Resources of La Crosse continue to provide strong support. La Crosse is offering a new model of collaborative professional development that will raise the bar for quality early childhood education in any community. ■