



# Teacher Talk

campus & community collaborations impacting PK-16 learners

School of Education  
University of Wisconsin - La Crosse

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## Education Students Teach in Jamaica *By: Kelsey Guenther & Tabetha Maly*

Resorts. Beach. Sand. Sun. When United States citizens hear the word “Jamaica,” these vacation words pop into our minds. While this sunny island is the epitome of a dream vacation, we had the opportunity to experience more of this impoverished country than the resort world. During spring break 2008, we participated in a service trip in Jamaica with a group of thirty-three other UW-L students and two trip advisors: Troy Richter, Academic Services Coordinator in the College of Liberal Studies, and Kaye Schendel, Assistant Director of Student Activities. We, as education students, were able to observe the differences between the educational institutions established in Jamaica and those here in the United States.



During the week of our stay, we worked on a variety of projects in different settings, including schools. On Monday, we boarded our bus and set out for Happy Hearts Early Childhood Institution where we spent the day learning how to mix and pour cement “Jamaican style.” The fencing that aligns the school was not secured along the ground; the school was being vandalized and the goats were eating the plants. We dug trenching and poured cement using wheelbarrows, spades, wooden boards and a lot of muscle. The project lasted a total of eight hours. Jamaica’s “building codes” differ greatly from ours; this project would never have been up to par here, but the teachers at the Happy Hearts were thrilled to see the work being completed. On Tuesday, a small group of the service trip participants taught lessons at Ketto School. The school’s students vary in age from three to five years old. Each classroom is about the size of a residence hall bedroom. The classrooms are all located in the same room (smaller than Port O’ Call) and divided by stand-alone portable chalkboards. The school environment at Happy Hearts was very similar. What do you get when you put 30 school-age students in a room together? A lot of noise! (cont)

## National AAHPERD Convention

Fourteen UW-L students attended the National AAHPERD Convention (American Alliance for Health, Physical Education, Recreation and Dance) from April 8-12, 2008. These students were majoring in some or all of the following majors: Physical Education (PE),

Adapted Physical Education (APE) and School Health Education (SHE). The convention was held in Fort Worth, Texas, which featured a variety of restaurants and tourist attractions that kept students busy outside of the conference. While at the conference,

students had the opportunity to attend general sessions about specific content areas that were presented by professionals from across the nation. Students were also able to explore an extensive exhibit hall at the convention center that included full (cont Pg 3)

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## SOE Programs

Did you know that information about SOE's Undergraduate and Graduate programs can be found on the School of Education website? Undergraduate program information includes information on the EC-MC, MC-EA, EA-A and EC-A programs, including content major information in EA-A and EC-A. Graduate programs include MEPD, Physical Education Teaching (both on-campus & off), Reading, School Health Education, School Psychology and Special Education.

<http://www.uwlax.edu/soe/programs/>

## Education Students Teach in Jamaica (cont)

The Jamaican schools also have a different educational standard than ours. Generally, the academic level of a typically developing three-year-old in the United States is equivalent to a five-year-old in Jamaica. At the literacy program project, we tutored students who should be on eighth grade reading levels and couldn't read a typical third-grade book. With regards to behavior, the students at Happy Hearts ran wild; some students had to be picked up and carried back into the school to do their lessons. The students at Ketto were more reserved, but still allowed to wander outside at their leisure until a teacher called them back in. This behavior is a reflection of the Jamaican society as a whole, which is much more laid-back and relaxed than the United States.



In each education class we take on campus, the professors stress the importance of the home lives of our students. Most of the Jamaican countryside was composed of buildings that looked like one-room fishing shacks with a small outhouse in the backyard. Broken-down cars and junk filled the typical citizen's yard - they do not recycle in Jamaica. While on this service trip, we learned about an entirely different educational culture and about how much privilege we have in the United States. Next time you see the smiling tourists by the ocean in Jamaica on a television advertisement, remember that there is an entirely different world outside of the tourist towns. ■



A classroom in Jamaica's Ketto School. Portable chalkboards divide this class from others in the same room.

## SOE News & Events

Did you know that articles such as the UW-L Found-Object Heron can be found on the School of Education website?

The News & Events section of the website features upcoming events or articles of interest to the School of Education. An Archived News section is also available to check out past events in SOE. Recent past news & events include:

- ◊ The Reading Room newsletters from the Graduate Reading Program.
- ◊ The Alice Hagar Curriculum Resources Center workshop on International Resources for PK-Middle Schools.
- ◊ STEM Teacher Resource Day.
- ◊ The ACT 31 Teacher Education Symposium on Native American and Hmong history and culture.

Current news & events include:

- ◊ The Found-Object Heron.
- ◊ The Be B.R.A.V.E. advocacy campaign against bullying in local schools.

<http://www.uwlax.edu/soe/news/>

## UW-L's Found-Object Heron

One of 35 Herons of La Crosse presented to the city in awareness and celebration of the Arts, the Found Object Heron was sponsored by the UW-L Foundation.

Members of the UW-L Art Student Association - Carly Dilworth, Beth Crook, Patty Bindley, Erin Woida and Nichol Schoen and Meagan Rhodes from the School of Education - created this heron, inspired by Spanish architect Antoni Gaudi. He is known for his trencadis structures throughout Spain. Trencadis is a type of mosaic made from broken tiles. Gaudi used this technique to cover irregular, curved surfaces with tiles. He is most famous for projects in Barcelona's Park Guell.

The "found objects" were mostly broken ceramic plates purchased from Goodwill that the students spray painted. Their spray technique involved different layers of harmonious colors. First the plates were painted whole and then broken with a hammer. The pieces were next mortared to the heron. Finally they grouted their mosaic pieces using white unsanded grout. They did not want to cover the entire heron in a mosaic; as a result, they completed the heron using vivid acrylic paint.

The heron can be found at the corner of 16th & State Streets, adjacent to Morris Hall, from April to October 2008. Maps of all the herons are available through the Pump House and will be distributed throughout the UW-L campus. ■



## National AAHPERD Convention (cont)

### Office of Field Experience

Did you know that information on both student teaching and clinical experiences can be found on the School of Education website?

The Office of Field Experience has a wide variety of information available, including admissions information for field experiences, application forms, FAQs and a fieldwork handbook. They also have a frequently updated list of important dates for future student teachers or clinical students.

There is also a comprehensive Forms section on the website which puts all the site's forms in one place.

<http://www.uwlax.edu/soe/field/>

demonstrations, new teaching equipment, up and coming technology within the fields of PE, APE, SHE, and various other resources. Also within the exhibit hall, research poster sessions were displayed, job boards were posted for students looking for career opportunities and university graduate school

representatives from across the country were available to discuss their programs. Two of the students that attended the convention, Jennifer Jaeger and Katie Strey, presented as part of a half day workshop. The students conducted undergraduate research during the 2007-2008 academic year at UW-La Crosse and presented their results along with their insights on student dispositions. The name of the presentation was *A Generation Ahead: Using Dispositions to Keep the Profession Alive*. The focus of the presentation was on the dispositions of future PETE professionals. This conference is very beneficial for students, not only to obtain knowledge, but also because of the many networking opportunities. Students that attended were able to meet students from all over the United States as well as future employers and PETE faculty from distinguished universities. Because UW-La Crosse is so highly respected for their Education programs, multiple students established important contacts within the field and some were even offered teaching positions for next year at this conference. ■



### Katie Strey Recognized for AAHPERD Award at Conference

UW-La Crosse senior Katie Strey, School Health Education and Physical Education major, was recognized in Fort Worth Texas at the 2008 National AAHPERD Convention as the AAHE Undergraduate Major of the Year. The national convention is an annual five day event put together by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and is held in different parts of the United States every year.

Katie earned this award by demonstrating outstanding work in her health related experiences, health philosophies and practices and extra-curricular activities, as well as academics. Each year, UW-La Crosse selects one School Health Education teacher candidate that applies for the award to go to the National AAHPERD Convention to attend the general sessions and receive this award from the American Association for Health Education. The 2008 National AAHPERD Convention was the 4th national convention that Katie attended in her undergraduate career.

Ms. Strey is involved on campus in local organizations like Eta Sigma Gamma, which is a National Health Honorary, PEM (Physical Education Majors' Club) and Golden Key Honor Society. She has served as the PEM Club Treasurer and President. Strey has also been actively involved in her state teaching association, WAHPERD (Wisconsin Association for Health, Physical Education, Recreation and Dance). She served as the Future Professionals Division Vice-President as well as the Midwest District AHPERD Council of Future Professionals President.

Katie presented a 70 minute session at the 2007 National AAHPERD Convention about creating and improving collegiate majors' clubs on college campuses with her peers. This year at the 2008 national convention in Texas, Katie presented with one of her peers at a four hour workshop that focused on the issue of physical education teacher education students' professional dispositions. ■



## The AAHPERD Experience

By: Chase Steiner

Attending the AAHPERD Convention was a fantastic experience that enhanced my professional knowledge and abilities with stimulating and enlightening sessions and workshops. They each provided opportunities for me to excel as an aspiring professional in Physical & Health Education. The convention not only provided a plethora of new information about these fields, but it demonstrated new and interesting ways to integrate subjects throughout my lessons.

The most interesting part of the convention was seeing how much communication took place at each level of the profession. People each brought their own knowledge to the table and shared it freely, including their thoughts, tips for different situations and possible job openings. I especially enjoyed meeting the AAHPERD President, John Bennett. John was very welcoming and easy to talk to, like the other convention attendees.

I learned that you must be willing to have an open mind and open arms to reach out to others. This helps you really understand why teachers have different philosophies and methods. This convention also helped me learn new instructional strategies and methods which can be infused all throughout a unit. As a future educator, this convention taught new techniques (particularly in a Physical Education setting) and provided a new professional outlook on my dual majors. ■

## SOE Student Resources

Did you know that resources on pertinent topics relevant to SOE students can be found on the School of Education website?

There's information on the WI state standards, admissions into SOE, faculty and staff directories, information on Praxis exams and links to the Department of Public Instruction. There is also a full list of student organizations in the School.

A variety of academic resources are also available, including information on the Advising and Certification offices, the Office of Field Experience, the License Renewal Support Center, Professional Development Schools (PDS) and Continuing Education as well as campus resources such as the Alice Hagar Curriculum Resource Center, the Marian Hammes Early Childhood Center, the Rhea Pederson Reading Center and the Educational Media Center. If you haven't heard of some of these, check the website to learn what they can do for you!

<http://www.uwlax.edu/soe/students/>

## Wisconsin Education Association (WEA) Somali Education Center Trip

By: Danielle Balistrieri, Student WEA President

In February, Student WEA sponsored a trip to the Somali Education Center (Minneapolis, MN). I wasn't really sure what to expect, but I am so glad that I went - I would go again in a heartbeat. Eleven Student WEA members, myself included, and Dr. Joyce Shanks gave up a whole Saturday to go on this trip. We learned that the Somali Center provides services to Somali immigrants/refugees of all ages, including tutoring and English language classes. At the Center, we had the opportunity to tutor some students and interact with a few adults. We also learned a great deal about the Somali culture - we were treated to lunch at a Somali restaurant, experienced a Somali market and tried new foods at a Somali bakery. One of my favorite parts was traveling to a "weekend school," for lack of a proper term. Many Somali students are "thrown" into school based upon their age rather than their level of education, which often makes school difficult. To help out, a few places in the area offer extra classes on weekends, and this gives students the chance to earn high school credits and graduate on time. We talked to probably 100 or so students about college, and we had some great questions to answer!!! Overall, I feel that the trip was fantastic. Not only did we reach out to many Somali people, but we also learned about a new culture and the importance of reaching out to all students in our future classrooms. Student WEA is most likely going to sponsor another trip next year, and I hope that even more people have the chance to partake in this awesome experience! ■



## Adapted Physical Education Fellowship



By: Kevin Catterson

The Adapted Physical Education Fellowship is a UW-La Crosse program funded by a federal grant from the National Department of Public Instruction. The Fellowship features a select number of students in the Adapted Physical Education minor (teaching physical education to people with disabilities) who have applied and been chosen to actively participate in this honorable program. As a member of the fellowship, each student is committed to serving a year-long term which covers all semesters – spring, summer and fall. These students are subsequently awarded three separate scholarships totaling \$4,000 (\$1,000 in the spring, \$2,000 in the summer and another \$1,000 in the fall) which must be used towards furthering their education at the University.

As a member of the fellowship, each student is required to devote at least two hours a week to working in a clinical situation with a certified adapted physical education professional at one of the greater La Crosse area schools (Onalaska, Holmen, La Crescent, West Salem or Sparta). Each student does two clinicals a semester - one at the beginning and one at the end with a completely different teacher in a different district. At these clinicals students observe the acting teacher teach and interact with students, colleagues and staff and watch how they schedule/plan out their days, where they get equipment, how they get equipment, how and where they store and transfer equipment and many more invaluable experiences. In some cases, fellowship students are even allowed to provide assistance in instructing students. The first-hand observation of adapted physical education in schools is the most valuable learning experience gained as a member of the fellowship. It's an actual depiction of how students with disabilities are taught in the real world, whether good or not so good. The campus classes and professors can only teach us so much and it is through these classes that we learn what a quality adapted physical education program should be like. Now, through participating in this fellowship, students are able to get a true account of what a quality program looks and feels like.

In addition to clinical experiences, each fellowship member is required to attend meetings held at least once a month. At the meetings, members discuss what they are seeing out in the schools and what they are learning from their advising professors about other topics not explicitly taught in their classes. Students in the fellowship are also given other opportunities to interact with people with disabilities. These can include being involved in conference

### Faculty & Staff Directory

Did you know that a faculty and staff directory can be found on the School of Education website?

The alphabetical directory has faculty names, departments, subject areas, office locations, phone numbers and email addresses. It also includes faculty websites where possible.

Visit the directory to learn more about the professors and staff working hard to provide strong programs and services in the School of Education.

<http://www.uwlax.edu/soe/directory/>

Directory updates can be sent to [soewebmaster@uwlax.edu](mailto:soewebmaster@uwlax.edu).

calls with leading national universities in the field and personal invitations to attending state and national conferences/expositions and sporting events like the National Beeper Baseball Tournament for people with visual impairments, the Paralympic Swimming Trials or national wheelchair basketball tournaments. All of these experiences have impeccable value in the professional development of Adapted Physical Education Fellowship students.

These real-life experiences and the lessons learned from them are what separate good adapted physical education teachers from great ones and help establish respect in the profession and for all those in it. The Adapted Physical Education Fellowship is a cornerstone in the process of establishing this respect and getting students to the next level. It is truly one of a kind and we should all feel fortunate to have such a fantastic program here on the UW-L campus. ■



## Sarah J. Janicek on the Adaptive Physical Education Fellowship Award

Teacher Talk, p. 6

As a young girl heavily involved in organized sports, I grew up as “a natural” candidate for the Physical Education environment. From grade school through my final years of high school my interest and motivation to excel in athletics propelled me to achieve positions in varsity-level athletics from my freshman year onward.

As any athlete knows, there are always struggles and hurdles to overcome during the time you find yourself pushing yourself to the absolute limits of your physical ability. I have seen, first-hand, a wide variety of students with a wide variety of abilities and limitations both physical and emotional. I have seen how educators and other school staff “go the extra mile” to ensure students’ success and to see that they get the greatest benefit from their learning experiences. Being deaf since shortly after birth, I have personally experienced and benefited from the strong dedication of educators and support staff.

After graduation from high school, I elected to pursue my chosen path, Physical Education, at the University of Wisconsin-La Crosse. I have been accepted to the School of Education with my major in Exercise and Sport Science. I am currently in my fourth year and focusing on a minor in Adaptive Physical Education.

In January 2008 I was selected for an Adapted Physical Education (APE) Fellowship Award from the Department of Exercise and Sport Science, one of only two programs in the country with this type of federal grant for undergraduate students. This amazing award has provided me with an exceptional amount of research resources and professional development experiences and activities.

Being an APE fellow has also provided personal exposure to leaders in the field of Adapted Physical Education and closely related fields. Lectures by representatives from Texas Women’s University, University of Virginia and University of Michigan, including such topics as Behavior Management, Disability Sports / Adaptations, Autism and Down Syndrome, have been amazingly informative.

Other APE fellows and I took recently took a trip to the U.S. Paralympics Swim Trials in Minneapolis, MN where we were allowed to assist as volunteers. We are also out in the schools two to three hours per week under the supervision of a certified APE teacher.

Involvement as an APE fellow is really bringing this education “up close and personal” by providing such special experiences which will, without a doubt, enhance my future teaching skills and abilities. It is certainly a privilege to receive direction and guidance from professional experts in Adapted Physical Education here at UW – La Crosse. ■



## Student Presentations, Papers and Research

- ◇ Retention of Health Related Physical Fitness among Children and Youth with Disabilities. By Malory Mundt, Sadie Sabatino, Summer & Fall 2008.
- ◇ Existentialisms and teacher education in a global age, presented at the Society for the Philosophical Study of Education Conference in Chicago, Illinois. By Charles Veldre & Cassie Thacker.
- ◇ Cultural and Educational Origins of Costa Rican and Nicaraguan Intercultural Conflict, presented at the National Council for Undergraduate Research Conference in Salisbury, Maryland. By Catherine Fick.
- ◇ School Violence and Philosophies of Education: An examination of Naturalism, Pragmatism and Play, presented at the Society for the Philosophical Study of Education Conference in Chicago, Illinois. By Andrea Stiklestad and Vanessa Auclair.
- ◇ Education and the Challenges of Genocide, presented at the Society for the Philosophical Study of Education Conference in Chicago, Illinois. By Jaime Burse and Emily LaVoy.



Catherine Fick & her undergraduate research poster.

## Studying Abroad as an Education Major in Aberdeen, Scotland

By: Stephanie Smits

A year ago I was contemplating whether or not to go through with what turned out to be the best experience of my life. My journey began last April when I saw a flyer on campus offering credits for an education student's level one clinical while studying in Scotland. I had considered studying abroad before, but never thought I would get the chance because it would put me too far behind with my major. After talking it over with my parents and advisor I decided it was a once-in-a-lifetime opportunity I had to take. Nine months later, after some paperwork and a lot of packing, I was on a plane to Aberdeen, Scotland.

It has now been three months into my stay here and all I can think about is how much I'm going to miss it all when I return home in June. It's hard to say what I will miss most, but my flatmates definitely rank high on the list. I live with six other girls in a student flat called Hill-head where we each have our own bedroom, but share two bathrooms and a kitchen. There is never a dull moment in our flat with three Scottish girls, one English girl, one Spanish girl, one German girl, and me, the American. While we've had plenty of fun together, I have also learned more than I ever thought possible about these girls and their cultures. They have definitely helped me become more informed about other countries and more knowledgeable about how my own country is perceived throughout the world.

Though I do feel like most of my learning has taken place outside of the classroom, I have also learned my fair share at the University of Aberdeen. The day after I arrived in January my advisor helped me enroll in the classes that I could receive credit for from UW-L. I am currently taking Controversial Classics, History of

Modern Art and Learning How Others Learn; all of which have turned out to be extremely interesting and educational. What I like most about these classes is that they all have two large group lectures a week coupled with a tutorial that consists of one professor and

maybe fifteen students. Because the size of the tutorial is so small, it is a very welcoming environment for asking questions and gaining clarity.

Along with my lectures and tutorials that I have on Mondays, Tuesdays, Thursdays and Fridays, I also spend every Wednesday from 8:30am to 2:30pm with a classmate in a small primary school about an hour outside of Aberdeen. This forty pupil school consists of one head teacher (the principal), one classroom teacher for grades one through three, one

classroom teacher for grades four through seven, a cook, a secretary and 3 helpers who work in the classrooms, dining hall and on the playground. It is our job as student observers/teachers to take field notes, organize learning conversations with the faculty, staff and parents, help the children when necessary and observe a focus group where we do thirty minute activities each week. These thirty minute activities vary each week and it is our job to come up with an activity that focuses on the source of learning we are given by our tutor. For example, when the focus was rules and social conventions we read the rules of a game to the children and then watched to see how well they listened and followed the rules when playing the game. To summarize all of our findings at the end of the semester about how children learn we must organize a presentation and write a paper, which in my opinion, is far more interesting and reflective than a final exam. As my time left in Aberdeen dwindles down, I look back on all of the experiences I gained from this trip. I now have a greater understanding of other countries, cultures, and most importantly for a future teacher, people different from myself. Although I did not complete the traditional level one clinical at UW-L, I am confident that I have gained more than the necessary knowledge, and will be well prepared for the rest of my classes when I return home. I can only imagine the regret I would be feeling right now had I not decided to sign up for the adventure of a lifetime. ■



Stephanie Smits is studying abroad in Aberdeen, Scotland this semester.



A front-door view of one of the halls at the University of Aberdeen, Scotland.

## 5th Annual Act 31 Symposium

By: Samantha Hermann

The 5<sup>th</sup> Annual Act 31 Symposium was held at the UW-La Crosse Cleary Center from April 11-12, 2008. Wisconsin passed Act 31 in 1989 and it requires all Wisconsin K-12 teachers to educate students on Native American issues. Currently, Wisconsin is working on passing a law mandating the teaching of Hmong issues. Within the Act 31 Symposium, educators learn about Native American and Hmong history and culture and ways to teach students about these groups. The conference attendees participated in workshops and heard keynote presentations from teachers, authors and elders. This year, participants experienced a meaningful performance by students from the Center for Hmong Arts and Talent called "Stir-Fried Pop Culture". In this performance, the actors confronted stereotypes and identified issues experienced by Hmong Americans. They were not only informative, but also very entertaining. Through this symposium, Wisconsin inservice and preservice teachers realize the significance of the Act 31 mandate. Most of us in education know too little about our native people and about our most recent immigrants. The participants of Act 31 left with correct information, new insights and plans for responsive actions! ■



Yer Thao, noted Hmong scholar and author of *Mong Oral Traditions*, and JP Leary, Consultant with the American Indian Studies Program at the Wisconsin Department of Public Instruction.



240 people attended the Act 31 Symposium at UW-La Crosse.

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## Future Foreign Language Educators Learn from the Best at FLESFEST

By Angie Armstrong, Spanish Education (K-12) and TESOL (Teaching English to Speakers of Other Languages, K-12).

On March 2, 2008, nine UW-L foreign language education students and two professors from the Department of Modern Languages traveled to UW-Waukesha for the 20<sup>th</sup> annual FLESFEST conference. FLESFEST, which stands for Foreign Language in Elementary Schools, is a conference designed to foster the exchange of ideas and collaboration among foreign language educators in grades K-8, although all foreign language educators are encouraged to attend. At the conference, we met Helena Curtain and Carol Ann Dahlberg, two of the most well-known foreign language educators in grades K-8, who spoke about best practices in teaching foreign languages to children. We also met the directors of Concordia Language Villages and learned about the successful components of their foreign language villages. All in all, we had a fun and rewarding day, full of useful information, collaboration and games and songs in German, Spanish, and French. If you are interested in attending next year's FLESFEST, it is always held at the beginning of March, so mark your calendars now! From all of us who attended this year's FLESFEST, we would sincerely like to thank the School of Education for their financial support. ■



From Left to Right: Jennifer Wells, Gabriela Dongo, Laura Greschner, Sarah Koehler, Angie Armstrong, and Katie Monson

### Teacher Talk Newsletters

Did you know that past editions of the Teacher Talk newsletter can be found on the School of Education website?

#### December 2007

This edition featured the Special Populations Program, the READY emergency preparation program and the Adapted Aquatics Partnership, among many interesting articles.

#### March 2007

This edition featured National History Day, the electronic PRAXIS project and the Emerson Elementary School Partnership, among many other interesting articles.

<http://www.uwlax.edu/soe/news/teachertalk.html>



## Undergraduate Research on Play in the Classroom

Andrea Stiklestad, Early Childhood- Middle Childhood Education, did a presentation on *School Violence and Philosophies of Education: An Examination of Naturalism, Pragmatism and Play* at the Society for the Philosophical Study of Education annual conference last November in Chicago, Illinois. During her presentation she and her partner, Vanessa Auclair, spoke about the importance of play for young children and how the inclusion of play within the classroom can improve the overall classroom environment and reduce violence among youngsters both within and outside the classroom and the school. While at the conference, she was able to attend other sessions, but learned the most from doing her own presentation. Not only did she learn a great deal from researching her topic and writing a paper on what she learned, but the actual experience of presenting at a national conference was a wonderful learning experience. Going into the presentation she was quite nervous being an undergraduate student presenting to graduate students and experienced educators as well as philosophers; however, looking back on the experience, it was very worthwhile. Presenting helped her practice her speaking skills and also gave her the confidence to share her ideas with fellow educators who care about the wellbeing of young children as much as she does. In the future, this experience will be something she can reflect on and improve upon if given the opportunity to present at another conference. Most importantly, this experience (everything from researching to presenting) helped her look at her own educational philosophy and to think about how she will establish a classroom environment and influence the lives of her future students. ■



Andrea Stiklestad, Mark Malisa and Emily LaVoy.

## Becoming a Teacher at UW-La Crosse

The following table demonstrates the distribution of School of Education Majors, Minors and Pre-Ed students throughout UW-La Crosse.

Department	Total Enrollment	Majors & Minors	Pre-Ed	Total Ed	% Ed of Total
Art	215	30	0	30	14.0%
Biology	1087	29	0	29	2.7%
Chemistry	702	16	0	16	2.3%
Computer Science	138	2	0	2	1.4%
Economics	175	2	0	2	1.1%
Ed Studies	1085	769	316	1085	100.0%
English	328	93	0	93	28.4%
Exercise & Sports Science	877	226	81	307	35.0%
Geography / Earth Science	154	16	0	16	10.4%
Health Education & Health Promotion	225	50	26	76	33.8%
History	182	67	0	67	36.8%
Mathematics	287	115	0	115	40.1%
Modern Languages	692	121	0	121	17.5%
Music	154	63	0	63	40.9%
Physics	153	3	0	3	2.0%
Political Science & Public Administration	305	26	0	26	8.5%
Psychology	819	9	0	9	1.1%
Sociology & Archaeology	542	7	0	7	1.3%

## Faculty & Staff Resources

Did you know resources relevant to SOE faculty & staff can be found on the School of Education website?

These resources include information on the SOE Conceptual Framework, including a competency rubric, components and resources. Electronic Portfolio sign-off sheets can also be

found on the site, including links to student portfolio help information and portfolio web addresses. Teacher Candidate Process Review information and forms can also be found.

<http://www.uwlax.edu/soe/facultystaff/>