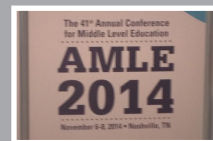




Arizona Teaching Experience

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UW-L students attend AMLE Conference

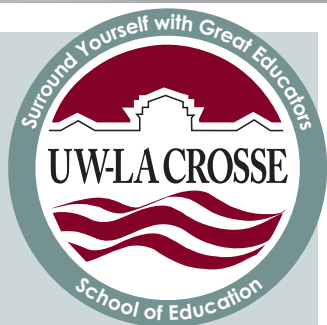
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www.uwlax.edu/soe

Eagle Edge

LEAD. EDUCATE.

COLLABORATE. INNOVATE.



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School of Education Alumni Honored

UW-L has always enjoyed the accolades of many award winning faculty, staff and alumni and the School of Education is no exception. This year we are fortunate to have two alumni of the School of Education as recipients of Distinguished Alumni Awards. The Rada Distinguished Alumni Award and a new award this year, The Burton & Norma Altman Teacher Education award.

Burt and Norma Altman have been long time supporters of teacher education and created this award as a way to honor the “many great contributions that teachers in our community have made in a variety of ways.” As Kent Koppelman, a retired professor in the school of education has said, teachers are often the “unsung heroes who never toot their own horns and this is a way for us to recognize what they do” said Burt. This year’s recipient is an excellent choice as the inaugural recipient, Cindy Marten earned a degree in elementary education from UW-L and a master’s degree in curriculum and instruction from the University of California, San Diego. Marten is currently superintendent of San Diego Unified School District. Her 25 years as an educator include teaching elementary grades as a classroom teacher and later, serving as a school-wide literacy specialist in the award-winning Poway Unified School District. After participating in a seven-year improvement effort at a struggling school in Poway Unified, Marten chose to take her experience to one of the most challenging schools in San Diego Unified — Central Elementary in City Heights— where she served for 10 years as teacher, instructional leader and principal.

At Central Elementary, Marten attracted and retained high-quality, dedicated staff. She nurtured innovative



Cindy Martin, '88



Brian Puerling, '06

programs to support students and staff including: a highly successful bi-literacy program, a hands-on school garden program, quality after-school and preschool programs, employees’ child day care center, and a community health and wellness center for students and their families. Her team’s success was validated by steady and improved student achievement, which included an increase in the school’s Academic Performance Index (API).

Professor emeritus Joe Rada and his wife Jane have been awarding alumni from various programs at UWL for 13 years. The purpose of their distinguished alumni award is to honor recent to mid-career alumni who were making exceptional contributions to their professions and/or communicates. A committee designated to choosing the award recipient chose Brian Puerling as the 2015 winner. Puerling graduated in 2006 and is currently the director of education technology at Catherine Cook School in Chicago. He is a National Board Certified teacher, author of “Teaching in the Digital Age: Smart Tools for Age 3 to Grade 3,” and contributing author of “Technology and Digital Media in the Early Years: Tools

SOE Alumni honored continued on page 2.

EDUCATIONAL OPPORTUNITIES

We Are Back!

UW-L Graduate Reading Program



The School of Education and the Department of Educational Studies are excited to announce the re-instatement of the Graduate Reading Program with a anticipated start date of Fall 2015. The new Master's of Science (M.S.) in Education has been restructured and redesigned as an online program. The newly revised program has four options to meet the needs of literacy candidates.

- **OPTION 1** is an M.S. in Education – Reading without licensure (30 credits). 21 credits course work plus 6 electives in TESOL with Comprehensive Exams or a thesis. While open to everyone, this option may be particularly appealing to our international students as it has a substantial TESOL component.
- **OPTION 2** is an M.S. in Education – Reading with 316 (Reading Teacher) licensure (30 credits). 27 credits of course work plus 3-6 credits of thesis. A Reading Teacher license is required for the following: 1) an assignment to teach reading for more than one class per day; 2) an assignment to teacher reading in a Title 1 reading program; and assignment to teach a reading recovery program, if not part of a self-contained classroom.
- **OPTION 3** is 316 (Reading Teacher) licensure without an M.S. (24 credits course work).

- **OPTION 4** is an M.S. in Education – Reading with 317 (Reading Specialist) licensure (36 credits). 32 credits of course work plus 3 – 6 credits of thesis plus 1 credit administrative portfolio. The Reading Specialist license in administrative category. A Reading Specialist license is required for someone who directs reading programs or works with reading teachers, classroom teacher, administrators, and others as a resource teacher in reading.

Admission consideration to UW-L graduate study will be given to students who meet the following requirements:

- A baccalaureate degree from an accredited institution.
- An overall undergraduate grade point average of at least 2.85 on a 4.00 scale, an average of at least 3.00 in the last half of all undergraduate work, or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school. Some programs have higher grade point average admission requirements.
- Hold certification to teach from a state accredited teacher candidate program to pursue 316/Reading Teacher and/or 317/Reading Specialist licensure.

SOE ALUMNI HONORED

Continued from front page

for Teaching and Learning.” Puerling was a recipient of the PBS Innovative Educator Award and PBS Teacher’s Choice Award in 2010. He is a graduate of the Erikson Institute, a graduate school in child development and is a former teacher in the Chicago Public Schools. Puerling serves on the board of directors for the Chicago Metro Association for Education of Young Children and has worked as an early childhood teacher coach and a curriculum reviewer. He has been a presenter and consultant for the Chicago Public Schools, the Erikson Institute, United Way Miami-Dade, the Early Childhood Council of New Zealand, Sesame Street, the Fred Rogers Center for Early Learning and Children’s Media, and most recently joined Nick Jr. Preschool as a development consultant.

School of Education – Excellence in Teaching Award Winners

EARLY CAREER EDUCATOR AWARDS

This award is presented to an outstanding educator within the first three years of her/his professional career. The award recipient will be selected based on any combination of the following: positive impact individual has on schools or communities; innovation in designing learning experiences, and advocacy for students. An individual is eligible to receive this award one time only.

- **Abby VanHeel** – Special Education - Beacon Academy Charter School – Also the Wisconsin Association of Colleges for Teacher Education (WACTE) State Winner
- **Garrett Zimmerman** – La Crosse Design Institute
- **Skyler Frickelton** – Holmen Middle School
- **Chrissi Crouse** – Sparta Southside Elementary School
- **Matt Kitzerow** – Longfellow Middle School
- **Elizabeth Werner** – Willow Lane Elementary and Hugo Elementary

PRE-SERVICE EDUCATOR AWARDS

This award is presented to an outstanding educator who has demonstrated a sustained pattern of mentoring pre-service educators for at least five years. The award recipient will be selected based on attributes such as: the ability to model professional responsibility, evidentiary assessment, effective classroom management, the ability to mentor pre-service teacher candidates in developing their capacity to be a leader; and the ability to nurture candidates as they face a wide range of issues. The nominee cannot have received this award in the past five years.

- **Andrea Kramer** – Logan High School – Also the Wisconsin Association of Colleges for Teacher Education (WACTE) State Winner
- **Deanna Langrehr** – Logan Middle School
- **Rose Kuling** – North Woods International
- **Matt Meyers** – Spence Elementary School

EDUCATIONAL OPPORTUNITIES

Arizona Teaching and Learning Experience

Old and New Opportunities for Students

“Why do the students call me ‘Teacher, Teacher...?’ I told them my name.”

“Where are the hallways?”

“What are cacahuates?”

These were just a few of the questions asked by 10 UW-L teacher candidates during J Term while visiting the Fowler Elementary School District in Phoenix, Arizona as part of the School of Education / Career Services cooperative effort — Arizona Teaching and Learning Experience.

Being called ‘Teacher’ is a form of respect shown to favorite teachers from these predominately Mexican-American students. The hallways are the sunny Sonoran Desert, and cacahuates are a covered peanut treat sold in most small, neighborhood stores and loved by children of all ages.

The Fowler School District embraces UW-L students during the Arizona experience. The week begins on Sunday evening with a taco and burrito supper at the middle school with all the District administrators and their families, school board members, and all the host teachers and their families. Each UW-L teacher candidate was introduced to the group, and then was serenaded by the middle school choir.

Mariah Rivard, EC/MC major, shared her thoughts, “This trip was unlike anything I had experienced before. I was placed at Sun Ridge Elementary in a second grade classroom. The children were delightful, and the teacher was exceptional. I could feel the sense of community in the classroom, and could definitely tell the teacher cared about each and every student.

The neighborhood and home situations for the students was a bit more challenging than most of the children’s experiences up here in the Midwest.”

Mariah and nine other UW-L teacher candidates were all assigned to individual classes in the Fowler District. They taught small groups, worked with teachers to plan lessons, and shared their lives with students ranging from preschool through eighth grades. They went home with teacher hosts and spent evenings with the host families to get a real sense of the life of a teacher in Phoenix.

Angie Fersch, another UW-L teacher candidate expressed it this way, “...Fowler showed me that it’s important to build connections with peers and with children, to be accepting of all different backgrounds, and to become open minded to all different types of situations...”

Courtney Frahm, reflecting on her middle school placement at Santa Maria Middle School, “My teachers were able to give me tips and ideas on how to instill procedures, study habits and excitement into the classroom... I had the opportunity to work among low socio-economic students and English language learners.”

Eric Smith, EA/A – Social Studies – shared, “I stayed with Mrs. Padilla, a sixth grade math teacher at Santa Maria Middle School. I stayed there three days and three nights, and I felt as if I was a part of their big family by the time I left.”

A hike up Camelback Mountain in Scottsdale, and an afternoon at the renowned Phoenix Botanical Gardens were



highlights of the trip as well. The UW-L teacher candidates had a special tour of the educational facility and classroom attached to the PBG, and met with one of the educators on staff. Students were then gifted with DVDs containing curriculum materials featuring elements of the Sonoran Desert and Arizona history.

Perhaps Molly Klimaszewski had one of the most memorable experiences at Fowler. “At the end of the week, I was called in to the principal’s office for an interview. My very first interview! Without any nerves, I presented my past experiences and answered the questions to the best of my ability. The next day I was given a letter of intent to employ. My very first job offer!”

Plans are in the works to cooperate with the Fowler School District to develop a student teaching experience based upon the strong bonds we have built with the education community in Phoenix. Certainly these J Term Teaching and Learning Experiences have been incredibly valuable to our UW-L teacher candidates!

For more information on the next J Term Arizona Teaching and Learning Experience, January 2015, watch the School of Education’s website and the SoE Facebook page.

EDUCATIONAL OPPORTUNITIES

UW-La Crosse Teacher Candidates

Attend the Association of Middle Level Education (AMLE) Conference in Nashville in November 2014

Four UW-L teacher candidates traveled from La Crosse to Nashville this past November to attend the annual Association of Middle Level Education (AMLE) conference. In brief, AMLE (amle.org) is the national association that provides guidance and leadership on behalf of young adolescent learners and the adults who serve them. UW-L was represented at this conference by Brett Pickarts (MC-EA major with a general science minor), Hayley Hawkins (MC-EA major with a special education minor), Katie Fink (MC-EA major with a math minor), and Matt Hessel (MC-EA major with a general science minor).

At this conference, Brett, Hayley, Katie, and Matt attended conference sessions, visited the exhibition hall filled with resources and information from potential employers, and served as session facilitators whereas they supported session presenters. In general, AMLE conference sessions were organized around project-based learning, student engagement, differentiated instruction, literacy, developmentally appropriate practices for young adolescents, co-teaching, integrating technology, etc. While attending this conference, they each attended nine conference sessions. Highlights in regards to conference sessions are as follows.

A highlight of the conference for Hayley was attending a session called “What was HE thinking?” At this session, teachers learned practical strategies for working with young adolescent males from a developmentally appropriate

perspective. Considerations related to culturally relevant practices were stressed. A highlight for Brett was attending a science focused session led by an eighth grade science teacher Steve Mefford (@meffscience) out of Iowa. Mefford shared a ‘menu of options’ (i.e., differentiation) for student learning to include how the appropriate use of technology can promote assessment and overall lesson quality.

As a math minor, Katie found the session titled, “Five Practices for Orchestrating Productive Math Discussions,” by Professor Cory Bennett from Idaho State University useful for both middle level and elementary level teachers. Katie commented on how she was able to take strategies from this conference session and use them in the second grade classroom at Eagle Bluff Elementary School whereas she currently serves as a long-term substitute teacher. Finally, Matt stressed the overall quality of the experience and the gratitude he feels for having an experience that supported his teacher capacity to include his current work as a middle school teacher in Black River Falls.

In addition to attending the conference, Brett, Hayley, Katie, and Matt experienced the city of Nashville. This included sampling local

foods and visiting historical sites as well as getting to know each other as future teachers subsequently building an informal network of support.

They were able to attend this conference as part of a scholarship program supported by our UW-L School of Education. To that end, these TCs applied for funding to support the conference registration, travel, and hotel costs associated with this trip. The scholarship also included a one-year membership to AMLE.

The 2015 AMLE Conference will be taking place October 15-17, 2015 in Columbus, Ohio. Information on available scholarships will be disseminated in April 2015. Thus, please be watching for more details to come. Further, we are seeking TCs interested in starting a college level affiliate of AMLE (i.e., C-AMLE) here at UW-L to ensure the voices of TCs interested in working at the middle school level are represented at both the state and national levels. If you are interested in learning more about C-AMLE opportunities, please contact Ann Yehle, Ph.D, ayehle@uwlax.edu.



Left, Brett Pickarts (MC-EA major with a general science minor), Matt Hessel (MC-EA major with a general science minor), Hayley Hawkins (MC-EA major with a special education minor) and Katie Fink (MC-EA major with a math minor).

Middle Matters: Learning how to Support Young Adolescents at the Longfellow/LDI Professional Development School

How do you engage and prepare pre-service educators in a way that ensures that children have high quality education? UW-La Crosse School of Education found one answer to be the professional development school (PDS) model. This model pairs young educators with a cooperating school and provides them with authentic teaching experiences by including them in the same situations as teaching staff. This model is the impetus of the collaboration between the School of Education at UW-L and Longfellow and the La Crosse Design Institute Middle Schools.

Since this PDS partnership began in 2011, the goal has been to prepare teacher candidates (TCs) in development and practice of the skills needed to serve all learners. Both schools led by Penny Reedy, Ph.D., serve over 600 young adolescents in grades 6 through 8. Each semester approximately 20 field and student teachers are placed throughout both schools in all grade levels and in specialty areas such as special education, English as Second Language and physical education.

The focus at Longfellow is to couple small numbers of teachers with small numbers of students in a true middle school philosophy based school. LDI is a project-based, authentic learning environment that fosters ownership over student learning and offers the best of both worlds to students looking for a different approach to learning.

In addition to classroom-based experiences TC's serve as coaches, supervise various school events, and participate in field

trips. Further, they become immersed into professional learning community meetings ranging in topic from planning units, creating and implementing assessments or brainstorming how to take a student to their next level of academic achievement.

A highlight for TC's each semester is the professional development sessions led by Principal Reedy and Reading Specialist Jill Emerich, who are trained in IMPACT teaching methodologies. These sessions help TC's create classroom structures needed for success. Field students comment on how they are able to take what they learn in these sessions and "put them into action the very next day."

Cooperating teachers note that the PDS experience benefits TC's, current teachers, and young adolescent learners. Reedy remarks, "this collaboration provides our future educators with an opportunity to get very close to what they will be doing in a...teaching position and provides our current teachers with passionate and eager teacher candidates that allows [them] to execute their jobs better." Teacher Maggie McHugh shares, "these young educators continue to push me to excel as an educator and reflective practitioner... They bring new ideas, innovations, and energy to the classroom which makes for a vibrant learning community."

For more information about the Longfellow/LDI PDS, contact Penny Reedy, Ph.D., preedy@lacrossechools.org or Ann Yehle, Ph.D., ayehle@uwlax.edu.



Bethany Brent

From the SoE's Multicultural Education Advisor:

Come Take A Look: School of Education Day

This Spring UW-La Crosse School of Education (SoE) hosted its second Come Take A Look: School of Education Day. The day is designed to encourage students to explore careers in the teaching profession, showcase the knowledge and skills learned in the programs and departments, as well as highlight the multitude of programs and departments within the SoE. It is also an interactive opportunity for parents, students

and interested community members to meet faculty and ask burning questions about the SoE at UW-L.

This year we extended our recruitment efforts to transfer students and to high school students in order to help increase and attract more students to enter into high need areas of the teaching profession. The SoE defines high need areas candidates of color across all subject matter and grade levels, women in mathematics and science fields, and men in early childhood and elementary education.

Nearly 100 high school students registered, and several parents, public school teachers and high school counselors attended. The students were recruited from high schools within the La Crosse area and surrounding cities. We received several emails from parents about the success of their visits

and the high school students reported, via evaluations, the visit to UW-L was informative, worthwhile; and, they are more sure about considering UW-L and the SoE. We look forward to preparing for the third annual School of Education Day.

Praxis Core Series:

This Spring Semester we also started the Praxis Core Series. The purpose of the series is to aid students in their preparation to be successful on the Praxis Core tests. The SoE collaborated with UW-L Writing Center, UW-L Student Support Services and the STEP Math Educators to offer education students one-on-one support in writing and mathematics. The students reported positive feedback from their experiences in the workshops. The SoE looks to offer these workshops every semester.

FACULTY RESEARCH

Investigating the Enacted Mathematics

By Joshua T. Hertel, Ph.D.

Imagine a researcher some years in the future stumbles upon your high school algebra notebook buried in a pile of personal papers. What will this artifact reveal about your knowledge of algebra? What details will it provide about the curriculum you studied? To what extent will it be representative of notebooks created by other students in the same class? This may seem like a far-fetched scenario, but it is actually quite similar to the research I conduct examining handwritten mathematics manuscripts known as cyphering books. Although these artifacts have survived for hundreds of years, educational researchers are just beginning to study their contents.

Well before the establishment of modern schools, instruction in advanced mathematical topics was done via the cyphering tradition (Ellerton & Clements, 2012). Manuscripts were prepared by individuals as young as 10 years old under a range of conditions (e.g., night classes, seasonal schools) and using a variety of different materials. Many of these books were created page-by-page on cotton (rag) paper and then hand-stitched to form a finished manuscript. Most books were created using homemade ink and quills. More elaborate manuscripts included calligraphic headings and watercolor illustrations. Authors took great pride in their cyphering book as it was intended to be their mathematical reference for life. Often it was the only book that a person might own aside from a bible. Figure 1 shows a page from Albert Plumer's cyphering book, which was prepared in 1831 (photos courtesy of Nerida Ellerton and Ken Clements). Here

Plumer is setting out a variety of definitions related to a circle (e.g., circumference, diameter) as well as the trigonometric functions (e.g., sine, tangent).

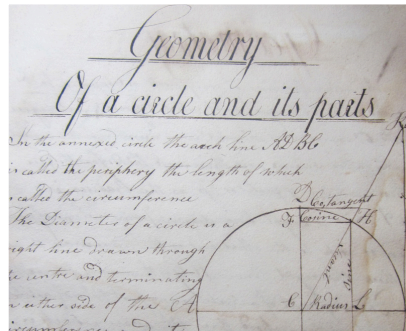


Figure 1. A page from Albert Plumer's cyphering book.

Although the majority of manuscripts focused on mathematics related to commerce (e.g., single and double rules of three), a small number were created by students preparing

for fields such as navigation, which were more technical and required specialized mathematical methods. These more advanced manuscripts, which are the focus of my research, included topics still common in modern mathematics classroom such as trigonometry and logarithms.

My research focuses on understanding the enacted curriculum that cyphering books draw on. In order to do this, it is necessary to examine large collections of manuscripts. In 2012, I was able to examine a collection of navigation cyphering books held in New England. Results from my initial work identified common characteristics of the manuscripts, analyzed typical mathematical methods, and outlined the curriculum underlying the manuscripts. I found that, contrary to the claims of some education historians, the cyphering books had clear signs of an underlying curriculum that was known and shared by teachers. These patterns were consistent

NATIONAL RECOGNITION



SHAPE America

UW-L Exercise & Sport professor, Garth Tymeson was awarded the the Outstanding Professional Recognition Award by SHAPE America which is the nation's largest organization of physical educators. This award honors individuals who have, through their work, demonstrated leadership and service at state, regional, national and/or international associations whose mission is to serve the Adapted Physical Education profession; or contributed significantly to scholarly publications in Adapted Physical Education content; or significantly contributed to the lives of individuals with disabilities through their teaching. Please join the School of Education in congratulating Garth on this fine achievement.

of the Past

across the data set I examined, which included 64 books with preparation dates ranging from 1692 to 1864. For example, Figure 2 shows a solution method from a page in William Hale's cyphering book, which was prepared in 1837.

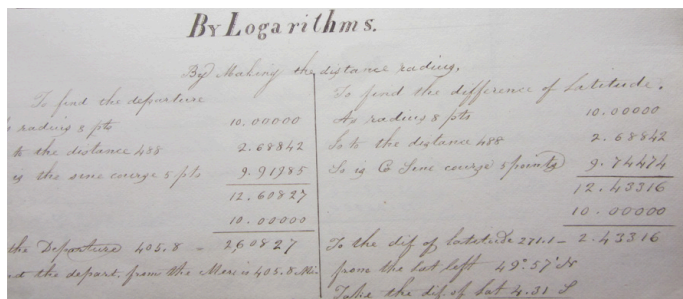


Figure 2. A page from William Hale's cyphering book.

The method shown, which is known as the calculation method, was by far the most prevalent within cyphering books for solving Plane Sailing problems. However, printed texts from the period have an equal focus on several other methods in addition to the calculation method. Thus, the evidence from the cyphering books revealed differences between the enacted curriculum of the classroom and the intended curriculum of the printed text. The findings from this initial research inspired me to delve deeper and in 2014 I was awarded a Faculty Research Grant to extend my work and investigate cyphering books focusing on surveying. Like navigation, surveying was a highly technical field during the time period and required a variety of specialized mathematical methods. This summer I will be traveling to the University of North Carolina at Chapel Hill to examine a collection of manuscripts that are part of the Southern Historical Collection.

Research on cyphering books has the potential to inform the field in a variety of ways. By studying these manuscripts we can identify the emergence of early mathematical practices, revise the accepted history on the development of the mathematics curriculum, and gain insight into how dominant perspectives came to be accepted and incorporated into modern curricula. Moreover, the lens provided by these manuscripts is a rich resource for educators that can inform decisions about curriculum development, classroom practice, and educational policy. Thus, rather than serving as static relics of the past, cyphering books are a rich, relevant resource that offer a means to shed new light on current practice and spur development within the field of education.

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Ellerton, N. F., & Clements, M. A. (2012). *Rewriting the history of school mathematics in North America 1607–1861: The central role of cyphering books*. New York, NY: Springer. doi:10.1007/978-94-007-2639-0

Conquering Math In Westby:

UW-L Professors Rogers and Kosiak and undergraduate students join forces with Westby Middle School to help struggling mathematicians improve their long division skills

Both at the national and state level, the percentage of students who continue to struggle with fourth — grade math concepts remains high with only 47% of students scoring at the “proficient” or above level (NCES, 2013).

Local school officials are concerned and seek opportunities to support their teachers in delivering the most effective teaching practices. In response to this concern, school officials from Westby approached individuals at UW-L and sought a partnership to implement a targeted research-based intervention for their struggling mathematicians. SoE Professors, Leslie Rogers, Ph.D. (Special Ed), and Jennifer Kosiak, Ph.D. (Math Ed), were thrilled to have the opportunity to support area students and teachers and soon thereafter created a math intervention designed to help struggling students learn a strategy to solve long division problems; both improving a struggling student’s accuracy and their conceptual understanding.

The lessons are based on the well-researched Self-Regulated Strategy Development (SRSD) model. Although this 7-stage strategy has been found very effective at improving writing skills, its effects on math skills has yet to be established. The long-division lessons incorporate specific strategies aimed at improving academic and self-regulation skills and are delivered until students demonstrate an ability to successfully perform the task independently. The results to date have been impressive. Students who could solve no more than 2 out of 10 problems correctly are now able to consistently solve between at least 6 and 9 problems correctly (please see the graph below) and students are applying the strategy back in their classrooms! Rogers and Kosiak are thrilled with the results and are thankful that this partnership has afforded several UW-L undergraduate teacher candidates an excellent chance to learn an effective teaching strategy and to receive ongoing feedback while applying it in the field. If you are interested in participating in this research study or in other studies occurring in local schools, contact Leslie Rogers, Ph.D., at lrogers@uwlax.edu. Now, go forth and conquer!



Jackie Briggs, left, with Professor Leslie Rogers outside of Westby High School.

ALUMNI IN THE NEWS

Nutter Named Best In State WASDA Superintendent of the Year



The Wisconsin Association of School District Administrators announced Jamie Nutter, District Administrator of the Fennimore Community School District, has been selected as Wisconsin's 2015 Superintendent of the Year.

Nutter has served as District Administrator of the Fennimore Community School District since 2008. The school district serves over 800 students in southwest Wisconsin.

Since Nutter's arrival the district has improved in several areas of school operations. The elementary school has significantly increased achievement and most recently was awarded a National Blue Ribbon Award for closing the achievement gap. The middle/high school has increased dual credit options; in addition Advanced Placement participation increased from two percent to 20 percent.

"I think that Jamie is exceptionally deserving of the award," Elementary School Principal Carmen Burkum said. "He has done so much to bring the school community together – the community, the teachers, the students.

"He always has that focus for what is best for kids. That makes him an exceptional superintendent."

James Griswold, Fennimore Community Schools Board of Education President, nominated Nutter for the honor on the behalf of the Board.

"There is not a superintendent in the nation who deserves this honor more than Jamie Nutter," Griswold said. "Our board feels that his outstanding people skills and leadership allows Fennimore Community School District to be an organization of excellence."

Nutter earned his master's degree in Educational Leadership and Superintendent Certification from Winona State University.

He earned his undergraduate degree from the University of Wisconsin-La Crosse with a major in elementary/middle education and a minor in special education.

Previous to his superintendent experience he was an elementary principal in Lancaster and a teacher at North Crawford.

Nutter writes, "It has been awesome to be a part of a truly collaborative environment committed to student improvement where everyone believes that all of us are smarter than any one of us. The school board makes decisions in regard to what is best for students. The teachers work hard and are continually seeking improvement. The students take advantage of the opportunities provided to them with involvement from their parents. The community is extremely proud and supportive of our school district."

Since its inception 28 years ago, the Superintendent of the Year program has become widely acknowledged as the most prestigious honor a school system leader can attain. Applicants are measured against criteria such as successfully meeting the needs of students; personal and organizational communication; professionalism; participation in local community activities; and an understanding of regional, national, and international issues. This award pays tribute to the talent and vision of the men and women who lead our nation's public schools.

Fennimore Times editor Robert Callahan contributed to this report.

SOE CALENDAR OF EVENTS

APRIL 23 | edDOCs Documentary Series Film Screening of "Teach"
6:15 p.m. | 3212 Centennial Hall

APRIL 26 | School of Education Celebration of Education
Afternoon | Valhalla Hall, Cartwright- Gunning Addition

MAY 4 & 5 | Language, Literacy and Culture Symposium
Collaborative Learning Studio

MAY 8 | SoE Awards Reception & Ceremony
4 p.m. | 150 Murphy Library. Light refreshments served.

AUGUST 20 | Blended Learning Institute
8 a.m.-4 p.m. | Centennial Hall