

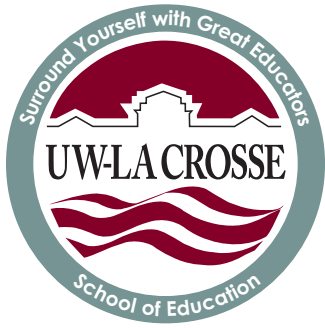
# Eagle Edge

LEAD. EDUCATE. COLLABORATE. INNOVATE.

# PARTNERS

# for teacher preparation

School partnership with Longfellow Middle School uncovers teaching talent, provides real-world practice



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# Eagle Edge

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**Direct comments to:**

Dean Marcie Wycoff-Horn  
UWL School of Education  
1725 State St.  
La Crosse, WI 54601 USA  
608.785.6786  
mwycoff-horn@uwlax.edu

**Editor:**

Lindsey Butts

**Writers:**

Kjerstin Lang  
Mai Chao Duddeck

**Art Director:**

Florence Aliesch

**Photography:**

Michael Lieurance, '02

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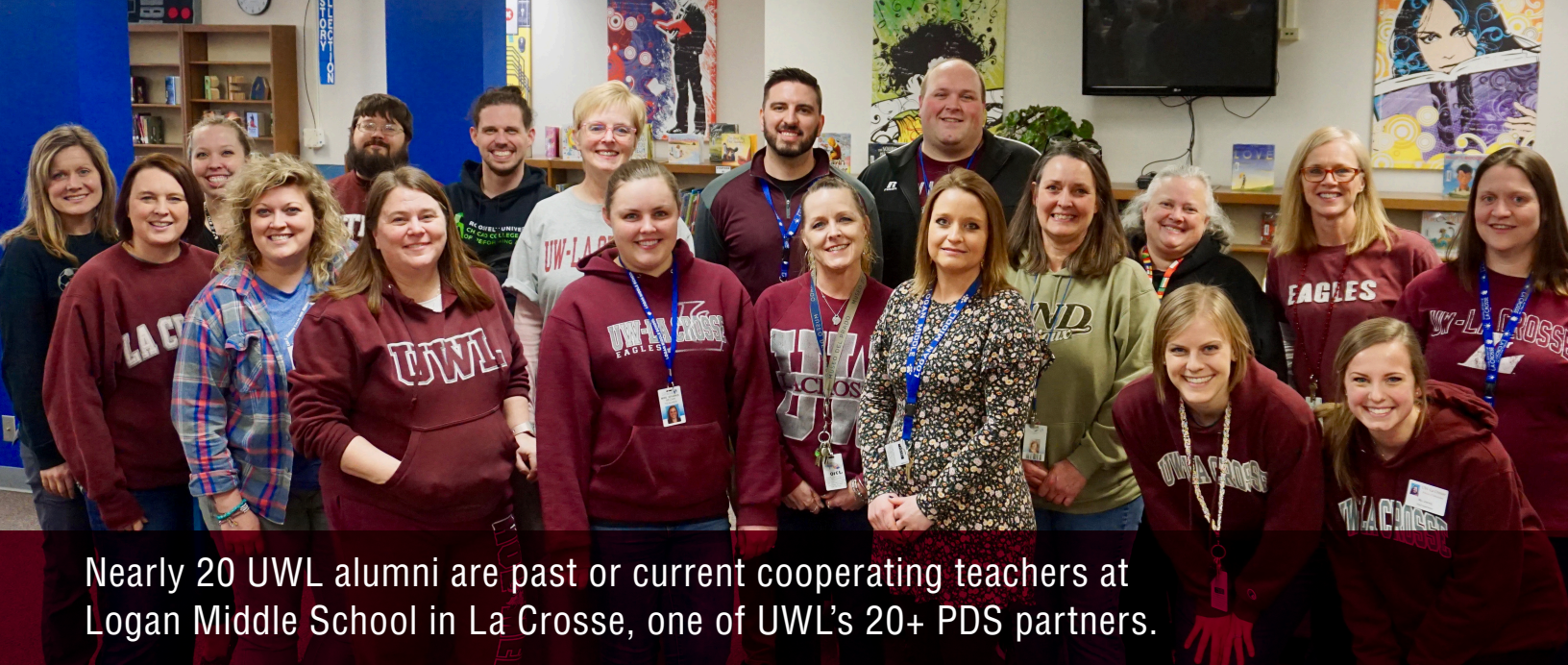


**COVER IMAGE:**

Photo by Michael Lieurance, '02.

Visit past issues of the School of Education newsletter





Nearly 20 UWL alumni are past or current cooperating teachers at Logan Middle School in La Crosse, one of UWL's 20+ PDS partners.

## from THE DEAN

UWL's teacher education programs are committed to making a difference, impacting the community in positive ways and transforming lives. We can't do this work alone. We rely on our many partnerships to make it all happen. Partnerships are central to our identity, support our mission, enhance the student learning experience, and change lives for children, families, schools, teachers, and the greater community.



Marcie Wycoff-Horn, Ph.D.

Strong partnerships between school districts and our teacher preparation programs, like the ones highlighted in this newsletter, are the foundation of our programming, shaping and increasing the quality of teachers and learning environments in Wisconsin and across the country. The School of Education currently has 20+ formal Professional Development School (PDS) partnerships spanning elementary, middle, and high school levels, and many other informal ones with schools in and around La Crosse. Experiential, authentic learning through time in schools working alongside teachers with PK-12 students helps to prepare future teachers to navigate the real world. These strategic partnerships also create opportunities for research and learning experiences, and lead to future employment for students and alumni. Statewide data show that novice teachers who are UWL graduates are rated as more effective than

the average novice teacher in WI in every metric, and better prepared teachers are more likely to stay in their careers.

Partnerships with our generous alumni, friends and donors are instrumental in supporting initiatives and creating possibilities, including the Milwaukee Urban Experience (MUE), which provides opportunities for students who are invested in becoming teachers in urban communities; the Grow Our Own - Teacher Diversity (GOO-TD) program, which provides opportunities for community members from underrepresented groups to earn their full teaching license and serve as role models and leaders for young children of all backgrounds; and the many scholarships that support our future teachers in pursuing their dreams.

Today's teachers must be experts in helping all students succeed by meeting state standards and students' social and emotional needs, while being grounded in equity and inclusion. It's a big job, and every teacher needs to be prepared to enter the classroom ready to perform the most important job in the world. Thank you for joining us in our commitment to prepare teachers and for continuing to help us advance the profession through high quality, innovative experiences. Purposeful partnerships are powerful and last a lifetime, impacting more children and families than we will ever know.

In Partnership,

Marcie Wycoff-Horn, Dean







# PARTNERS for teacher preparation

## School partnership with Longfellow Middle School uncovers teaching talent, provides real-world practice

Show of hands — how many parents want their child to have an average teacher?

It's no surprise that most parents — as well as most schools — are interested in recruiting the best.

Principal Penny Reedy is well aware of the need to find the best teachers to work at Longfellow Middle School in La Crosse. A partnership with UW-La Crosse's School of Education through a Professional Development School (PDS) relationship with the School District of La Crosse school is one way Reedy has been able to observe teaching talent in action and hire teachers who meet what she considers the most important criteria.

Reedy's criteria are broader than a teacher candidate's pedagogy. She looks for qualities that are harder to spot in an interview — the drive to teach, and the ability to build relationships with students, staff and the community.

"I can help teach you the pedagogy, but I can't teach the other two," says Reedy. "Culture is made by those three things — high mission, high ability to build relationships and high pedagogy."

Reedy has discovered many talented UWL teacher candidates with these three qualities who have transitioned into full-time teachers at Longfellow Middle School through the Professional

Development School partnership with UWL's School of Education.

The partnership is a win-win, says Reedy. The school's experience with teacher candidates helps build a strong teaching workforce with a culture built around community and collaboration at her school. Meanwhile, UWL students benefit from important teaching preparation and insights about their career direction.

During PDS field experiences at Longfellow, students engage in teaching and learning classrooms and participate in structured learning experiences. They also see school life outside the classroom,

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OPPOSITE PAGE PHOTO: Alumna Julia Vradenburg, '16, was part of a cohort of teacher candidates who had Longfellow Middle School as their PDS field experience. She also had her student teaching experience at Longfellow for the first, third and fourth quarters of the school year during her senior year at UWL. Now she works at the school full time. "I found that full year of student teaching so impactful," she says. "I met students and teachers and learned the routine. It made the transition into teaching at the school so much easier."



## CONTINUED FROM PREVIOUS PAGE

such as lunch duty and after-school supervision. They gain stronger insight about not only how they want to teach, but also what grade level and where.

Alumna Rachel Arch took a full-time position at Longfellow after being a PDS field student at La Crosse Design Institute, a project-based learning school within Longfellow Middle, along with completing student teaching at Longfellow in spring 2018.

“Spending almost an entire school year at Longfellow/La Crosse Design Institute gave me the ability to really observe the day-to-day happenings in the school,” she says. “I was able to immerse myself in the school culture and I found it fit well with my teaching style and personality.”

The teachers at Longfellow and La Crosse Design Institute treat PDS field students as equals and involve them in the teaching process, says Arch.

“I believe this gave me an idea of who I wanted to become as a teacher and what my teaching style is early on in my college career,” she explains. “It contributed a lot to my confidence in teaching.”

Alumna Julia Vradenburg, '16, also took a full-time position at Longfellow after her PDS field experience and student teaching there. She and Arch agree they were attracted to the school's strong sense

of community. Vradenburg felt like she could walk down the hall and ask any other teacher a question and they would be more than happy to help.

“I loved the culture here at Longfellow,” she says. “When the sixth-grade position opened at Longfellow, it just felt right.”

Vradenburg says her PDS field experience and student teaching were also valuable in finding career direction. She started out at UWL with the desire to become an elementary school teacher. Her PDS field experience with sixth graders helped her see how exciting it was to teach middle-school-aged students.

“In middle school, students are starting to form their own thoughts and becoming who they are as an individual, and you are helping them navigate that,” she says.

Lexi Raatz, '18, had a similar experience, finding a love of working with middle school students during PDS field experience and student teaching at Longfellow.

Raatz appreciates the “real-world conversations” she can have with middle school students who have diverse passions.

“I realized how powerful the middle school years were in students' opinion of school, and I wanted to be someone who could make it a positive experience for as many students as possible,” she says.

Raatz liked Longfellow's use of technology in education, including one-to-one iPads to engage student in materials. Also, having the technology helped adapt tasks for all sorts of students, she says.

“This kind of flexibility was what really drew me in. I saw that people were expected to be creative in their teaching and were allowed to try new things, even if mistakes were made,” she says. “Allowing teachers and students to be creative is what made Longfellow such an attractive place to work.”

Vradenburg, who now teaches sixth grade social studies and language arts, continues to enjoy the Longfellow's students and the teaching environment.

She has come a long way since her first PDS field and student teaching experiences and is grateful for those introductions to teaching. It gave her practice in leading the class on her own — an experience that is afforded through a PDS partnership with a school.

“You can read all about it and watch other people doing it, but until you are actually in front of a class, you don't know what it is like,” she says.

Reedy says the partnership is a way for Longfellow to give back to the teaching profession, providing real-life, on-the-spot experience.

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## Win, win partnership

While UWL students gain skills and explore interests through the Professional Development School partnership, Longfellow teachers see benefits too. Longfellow teacher Teri Kendhammer, '90 and '93, likes the energy that student teachers bring to the classroom. They bring new ideas, technology, excitement about learning and innovation, Kendhammer says. Also, student teachers allow her to reach more students. For instance, she loves having male student teachers join the classroom. “There are many students who benefit from a male role model,” says Kendhammer. “I've noticed how connected some of my 6th grade boys become, especially when the student goes out of their way to connect.”





## What is a professional development school?

Professional Development Schools (PDS) are schools that have joined with a university to accomplish educational goals that are mutually beneficial to each. A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of teachers. The design of a PDS partnership is based on outcomes for the PreK-12 students in the school with collaborative staff development and pre-service teacher preparation centered on those outcomes. As part of a PDS partnership, university courses are held within the school context. These schools are clinical sites where cohorts of teacher candidates participate in structured learning experiences that are integrated into their professional education programs.





# GAINING GLOBAL PERSPECTIVE





## Study abroad in China opens student's eyes to diversity; future trip planned for summer 2019

Education major Jenna Rheingans says a faculty led experience to China in 2017 opened her eyes to just how big and diverse the world is. The UWL senior was able to observe classrooms in China, tour densely-populated cities and appreciate historic sites that gave a glimpse into China's long history and deeply-rooted culture.

"I realized I'm a very small part of this world. Yes, I have a lot to contribute and offer, but so does everyone else," says the May 2019 graduate. "To be able to bring that idea into my classroom and into the education world — that every single person in my classroom and the school has so much to offer — is so important."

Students will again travel to China for a faculty led study abroad experience in Luoyang, China in summer 2019. The trip, May 20-June 14, is an opportunity for students to gain a new perspective, says Heather Linville, an associate professor in Educational Studies and advisor for the experience who has traveled throughout Asia.

"I want them to understand that what we consider normal is arbitrary — it is created based on our culture. And what other people do is normal from their perspective — it is not right or wrong," she explains.

It is usually quite challenging to incorporate a study abroad experience into an education student's program of study, due to extensive educator preparation program and licensing requirements. UWL's School of Education designs faculty-led study abroad experiences with education students in mind. The global opportunities are led by education faculty members and include required coursework, so that time to degree is not impacted. During this summer's trip, students will earn six credits in education and psychology courses while experiencing famous Chinese attractions, including: The Great Wall of China, The Forbidden City, the Terra Cotta Army and more.

OPPOSITE PAGE PHOTO: UWL students interact with school children during the 2017 trip to China. This year's trip will take place May 20-June 14.



During this summer's trip, student will see famous Chinese attractions, including: The Great Wall of China, The Forbidden City, the Terra Cotta Army and more.

## Collaborative, virtual class will connect continents

An American Council on Education grant will allow UWL education majors in the course "Education in a Global Society" to study alongside university students from Japan during the fall semester. Using various online platforms, the two classes will connect virtually through a variety of education topics over six-weeks during the course.

This Collaborative, Online, International Learning (COIL) grant will provide an opportunity to increase students' intercultural communication skills while broadening their perspective of what education looks like and how education challenges are met in another part of the world, explains

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Heather Linville, Associate Professor in Educational Studies who collaborated on the grant and will co-teach the COIL component of the course.

Through these inter-cultural interactions, students can become more “globally-responsive” teachers, she adds. “This helps them see possibilities of how they can bring the world into their classroom.”

UWL’s International Education and Engagement, Department of Educational Studies and Center for Teaching and Learning collaborated on the grant. The grant also provides supplemental funding for UWL students and students from Kagoshima University, the Japanese partner school, to study abroad. Six UWL students will have the opportunity to go to Kagoshima University to meet partners in January 2020.

## New study abroad program takes students to Japan

UWL School of Education students are also connecting with Japan through a new study abroad program to the country. Students will travel to big cities and rural areas in Japan. They will learn in diverse sites from imperial palaces to elementary schools. The goal of the trip, from late May to mid June, is to expose students to a variety of cultural experiences and help teacher candidates become more global-culturally responsive teachers.

Students will visit Kyoto, a traditional and historical city where Japanese cultures are still preserved through classical Buddhist temples, Shinto shrines, gardens, imperial palaces, traditional wooden houses and more, explain Yuko Iwai and Lisa Lenarz, faculty members and trip leaders.

They will see some of the largest cities in Japan, including the capital of Tokyo. They will also travel to Okayama, a rural area located in western Japan, among other cities.

“It will be a great opportunity for students to learn about Japanese cultural aesthetic and education,” says Iwai, UWL

Associate Professor of Literacy in Educational Studies. “Students will also develop knowledge and skills about how to work with diverse learners.”

This study-abroad program is open to any School of Education students. The program allows students to earn credit for two courses, EDS308 Foundations of Literacy (3cr) and ART302 Visual Language in the Global Classroom (3cr). EDS308 is an introductory literacy course that covers the basics of language arts and literacy including effective practices from the multicultural and multilingual literacy perspectives. ART 302 is a general education course that encourages the discovery of connections between visual art and a variety of disciplines and cultural values.

For more on the Japanese study abroad program contact faculty leaders, Yuko Iwai, Associate Professor of Literacy in Educational Studies, at [yiwai@uwlax.edu](mailto:yiwai@uwlax.edu) or Lisa Lenarz, UWL Assistant Professor of Art, at [llenarz@uwlax.edu](mailto:llenarz@uwlax.edu).



## Cross-cultural exchange

### Education majors from Japan study U.S. culture, education system through UWL program

A group of university students from Japan experienced U.S. education and culture during a three-week program at UW-La Crosse. They observed local K-12 classrooms, met with La Crosse Public School Superintendent Randy Nelson, and visited a local dairy farm.

UW-La Crosse's English as a Second Language (ESL) Institute hosted the group of education majors from the University of Teacher Education Fukuoka (UTEF) in Fukuoka, Japan, Feb. 27-March 21.

The program allowed students to visit a variety of schools in the community to observe and learn about the U.S. educational system. During the school visits, the Japanese students offered cross-cultural activities to the American students.

This year's program offered the Japanese students a 10-day homestay in family homes in the Coulee Region. Planned activities included a welcome party with UWL students who volunteered as "buddies" to meet with the Japanese students and show them around the university and city. In conjunction with UWL's Educational Studies Department, a panel discussion was held during the monthly "Coffee Hour," sponsored by International Education & Engagement. Students from both countries gave Power Point presentations about their countries, cities and universities, followed by a Q & A session.

In addition, the UTEF students visited the UWL Campus Child Center, as well as North Woods International, Logan Middle, Emerson Elementary and 7 Rivers High Schools. The UTEF students observed and participated in lessons — teaching origami, calligraphy, and traditional Japanese dance to La Crosse School District students.



Above Photo: UW-La Crosse's English as a Second Language (ESL) Institute hosted the group of education majors from the University of Teacher Education Fukuoka (UTEF) in Fukuoka, Japan, Feb. 27-March 21.

Below Photo: Students from the University of Teacher Education Fukuoka (UTEF) in Fukuoka, Japan visited Grandad's Bluff.





# Duddeck: Engaged in leading diversity efforts at both the state and local levels



Mai Chao Duddeck  
*Senior Equity Advisor/  
Recruiter*

## Wisconsin Diversifying Teacher Education Committee

The Wisconsin Diversifying Teacher Education Committee (D-TEC) is a group that was formally re-established in 2018. Currently, there are 11 members representing the UW institutions including Eau Claire, Green Bay, La Crosse, Madison, Milwaukee, River Falls, Superior, Stout, Platteville, Oshkosh, and Whitewater. The committee is a collaborative team of teacher education recruiters, advisors, and retention specialists who are committed to empowering and diversifying future teacher candidates in the UW System. UW-La Crosse's Mai Chao Duddeck is the committee chair, leading monthly meetings and establishing annual professional gatherings. With the support of the UW Deans and Directors group, D-TEC continues to engage in relevant conversations about student advising, recruiting, and retention of diverse teacher candidates in the School of Education throughout the UW system.

## Waking Up White Community Book Read

*Waking Up White* by Debby Irving (2016) encourages community members, educators, students, policymakers, religious organizations, and other service providers to consciously engage in racial justice rather than unconsciously perpetuate behaviors of racism. The 2020 *Waking Up White* Regional Community Learning Collaborative, organized by the La Crosse Public Library and other partners, plans to host a White Privilege Symposium in the future where Irving will be one of the keynote speakers. Members of the School of Education, led by Mai Chao Duddeck, have been invited to participate in the book read and symposium. For additional information, please contact [LaXWakingUpWhite@gmail.com](mailto:LaXWakingUpWhite@gmail.com).



*The Taylor family with  
the 2017 award recipient  
Hallie Gallmeier.*



# Leaving a Legacy

Taylor family alums stretch three generations

Todd Taylor grew up at UWL. His dad was a UWL exercise and sports science professor and basketball coach, and his mom was a UWL elementary education graduate. There was no question where he was going to college. “I had such a deep-seated loyalty to UW-La Crosse that going elsewhere never entered my mind,” says the ’80 management major, computer science minor.

Six years retired from Kraft Foods in Northfield, Illinois, Taylor’s ties remain strong — along with the rest of his family.

The alumni legacy runs deep for the Taylors. Along with Todd, it includes parents, Rollo, ’56, and Kay (Bertelsen) ’57

& ’68; sisters, Terri (Taylor) Johnson, ’83 & ’89, and Tracy Taylor Johnson, ’88 & ’95; and daughter Kerstin, ’14.

Todd’s parents created a scholarship for elementary and physical education teachers when they retired. He added to the fund over the years, leveraging his company’s matching program. After Rollo’s death in 2013, memorials boosted the endowment. Todd and his sisters try to attend the scholarship ceremony with their mom each year.

“It has been gratifying to meet our scholarship recipients each year and hear their stories,” he says.



Todd Taylor, ’80

Getting reconnected as a UWL Foundation Board member rekindled Todd’s desire to thank UWL. He recently established the Todd A. and Linda S. Taylor Family Business Scholarship.

Todd hopes the award does more than help students with costs of attending UWL. “Our dream would be that Taylor scholarship recipients become benefactors to UWL after they graduate and get established in their careers,” he says.



# Alumna earns national teaching award

## *Student stock market pays dividends for ME-PD graduate, Milken Educator Award recipient*

In alumna Sarah Compton's fifth-grade class at Northside Elementary in Monroe, Wisconsin, the student stock market is up. So is student achievement.

Compton's student stock market project teaches critical thinking and economic concepts as students invest an imaginary nest egg and manage individual portfolios. The engaging project is just one of many lessons Compton has created to encourage hands-on learning no matter how abstract or elevated the material gets.

Compton's innovative work in the classroom hasn't gone unnoticed. The 2011 graduate of UWL's Master of Education-Professional Development program (part of UWL's Professional Studies in Education) was presented the Milken Educator Award on Friday, Feb. 22, during a surprise assembly at her school. As the 2018-19 recipient of the national award, she also received \$25,000. She is the only Milken Educator Award winner from Wisconsin and is among the 33 nationwide honorees for 2018-19.

As the big secret was being unveiled, Compton says she had a list of possible names of other exceptional educators in the building running through her head. She hadn't considered herself. When her name was announced, she felt a rush of adrenaline.

"Standing in front of my students and colleagues, I felt an overwhelming sense of pride and appreciation," she says. "I'm so lucky to be a teacher and so grateful for this recognition."

Compton says she frequently uses the strategies, resources, and best practices she learned about in her UWL Master of

Education-Professional Development cohort in her fifth grade class.

"One thing that still resonates with me is how to incorporate student choice, which improves behavior, motivation and retention," she says. "I use layered curriculum in reading, which empowers my students to choose their method of learning, their pacing, their collaborative partnerships, and their end product for assessment. Layered curriculum allows me to take on the role of a facilitator, while still making sure my students are working within our content standards."

"Teachers who can build strong, personal relationships with their students are always successful at knowing how to unlock a child's fullest potential," writes Stanford Taylor in a prepared statement. "Sarah Compton's efforts to tailor learning through choices and relationships are a model for others to follow."

The Milken Educator Awards, hailed by Teacher magazine as the "Oscars of Teaching," reward great teachers and also celebrate, elevate and activate innovators in the classroom who are guiding America's next generation of leaders. Educators cannot apply for the Milken Educator Award nor do they know they are being considered. Candidates are identified through a confidential selection process and are reviewed by blue ribbon panels appointed by state departments of education. The most exceptional individuals are recommended for the award, with final approval by the Milken Family Foundation.

Compton stresses independence and self-reliance in her students. She not only uses data to differentiate her students' lessons, she also coaches colleagues through data analysis and individualized instruction planning.





Sarah Compton, '11, received the Milken Educator Award, a national teacher excellence award.



“Sarah Compton knows that each student has a unique path and interests,” said Gallagher. “Helping them get excited about learning is her special gift, and we are proud to welcome her as a Milken Educator.”

Monroe District Administrator Rick Waski calls Compton “one of the most talented young educators I’ve ever had the privilege to work with.” “Her ability to use student data to drive personalized, engaging instruction for every child is second to none,” he says.

Milken Educators are selected in early to mid-career for what they have achieved and for the promise of what they will accomplish. The 2018-19 recipients will attend a Milken Educator Forum in New Orleans from March 21-24, 2019.

### *About Sarah Compton’s classroom*

Through a series of project-based lessons on financial literacy, Sarah Compton’s students explore concepts of spending, saving, sales tax, discounts and interest. Next, they learn about the stock market, including how to choose companies for investment based on data trends and current events. They track an imaginary \$10,000 investment as a group, then

move to a friendly competition as individual students try to grow their pretend portfolios. Along the way, students practice computing with large numbers and decimals, calculating percentages, graphing and estimation. In another popular unit, students create public service announcements on issues facing today’s teens: obesity, texting while driving, high school dropout rates and cyber-bullying. A vibrant

classroom presence, Compton is dedicated to maximum growth for students at all levels and provides engaging and relevant instruction. Her students deliver among the highest growth scores in the district.

Compton seeks innovative instructional solutions and is always willing to try something new to spur student achievement, access and equity. A leader for her grade level and within the building, Compton studies data to build individual learning plans for each student and helps other Northside teachers use data to differentiate their instruction. She designs curriculum and creates formative assessments for the district. Compton sits on Northside’s leadership committee and has served on district committees for math and literacy. She mentors colleagues in both content-area mastery and assessments, developing a district model to help teachers engage in peer-to-peer support and cross-coaching. Compton frequently leads professional development for the district on responsive classroom practices, math and literacy.



# UWL Alum selected as Wisconsin Elementary Teacher of the Year

**Elizabeth (Liz) Gulden**, a kindergarten teacher at Willson Elementary School in Baraboo, motivates and inspires her students' love of learning by practicing and learning along with them. She spearheaded a districtwide initiative to accelerate the number of sight words kindergarteners master before the end of the school year. Sensitive to the importance of inclusiveness, she sends home books and math and writing activities in English and Spanish so dual-language families can support learning at home. She restructured Math Night to incorporate games from around the world and championed the Playground Fundraising Committee, raising money to replace and upgrade playground equipment that benefits the school and community. Gulden earned her National Board Certification in 2017. She holds a bachelor's degree in early childhood, '05 and a master's degree in professional development, '09, both from the University of Wisconsin-La Crosse. She earlier earned an associate's degree from the University of Wisconsin-Baraboo/Sauk County. As part of her award, Gulden will receive \$3,000 from the Herb Kohl Educational Foundation.

## What were some of the influential course(s) that you had at UWL and why?

I attended a two year community campus (UW-Baraboo/Sauk County) before transferring to UW-La Crosse to complete my School of Education courses. It was so rewarding to dive deeper into these classes that were so directly related to my future career once I began my time at UWL. To be honest, I didn't even realize at the time exactly which courses would have that long-lasting impact on me and now the impact they would have on students in Baraboo these many years later.

Professor Gregory Walsko, prepared us for inviting guest speakers into our classrooms and conducting "living histories" and all of the components to consider. He modeled one day in full military dress speaking about some of his personal experiences while serving in the Vietnam War. He turned our classroom into a war zone that day, complete with the realistic sights and sounds of the jungle in Vietnam. This was powerful imagery that I can still envision these fifteen years later. What a powerful classroom tool to fully engage our students!

## Who at UWL inspired you and why?

The early childhood program at UW-La Crosse is absolutely second to none! Barbara Gander and Barbara Chaney (now retired) ("the Barbs" as we lovingly called them) are/were masterful at preparing us for working with young children. Taking part in their courses and others as part of the early childhood minor, validated my choice to work with some of our youngest learners in elementary education. I admired these professors along with many others who not only taught us about policies and regulations for early childhood teaching, but how learning objectives could be met for these kids in both developmentally appropriate and the most very engaging ways.

## What were some of the impactful experiences you had at UWL?

Daily I use methods in my classroom that I learned from my extremely knowledgeable cooperating teachers while student teaching. The partnerships that this university holds with neighboring schools and school districts is commendable! No one person does this job alone. Great teachers grow other great teachers, and the learning and collaboration that occurs during these extremely special student teaching partnerships is immeasurable. I am just forever indebted to: Deb Bemis (Emerson Elementary-now retired), Kathy Shikonya (La Crosse Cathedral-now retired), and the entire staff at the UWL Campus Child Center.



Elizabeth (Liz) Gulden, '05, '09