



edDOCs: SOE Documentary Series

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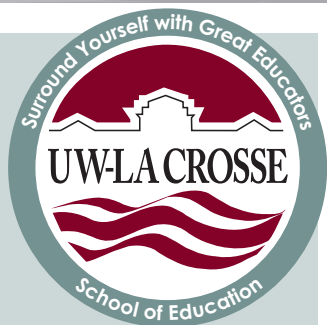
Bike Riding for Kids with Disabilities

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www.uwlax.edu/soe

Eagle Edge

LEAD. EDUCATE. COLLABORATE. INNOVATE.



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What is it like to be a first-year teacher? Many teachers in the United States comment their first year of teaching is the most difficult of their careers – they are consumed by planning lessons, addressing the diverse needs of their students, creating assessments, and completing other time-consuming tasks.

Beginning teachers in Zambia face these same challenges but also others that are unique to the education system. First, their more centralized system requires future teachers to apply to the local province (similar to a U.S. state) for a position rather than individual schools. After submitting their application, they may wait up to three years for the government to post them to a school, which could be located anywhere in the country. Second, there are seven languages of instruction in Zambia that are used to teach all subjects in Grades 1-4. The language of instruction varies by Province (e.g., all teachers in Southern Province teach in Tonga, all teachers in Lusaka Province teach in Nyanja). Therefore, a beginning teacher may be posted to a school where the language of instruction is not comfortable for them. In



Students and faculty members from the Zambia Institute of Special Education collaborate with Provincial officials to analyze educational data and produce informative briefs on key policy issues in Zambia.

sum, these contextual realities present challenges for all teachers in Zambia but make the first years of teaching particularly difficult.

As a teacher educator and former public school teacher, I am deeply concerned about ensuring a quality education for children around the world. In my ongoing work as an international development practitioner and educational researcher, I aim to address these and other issues by partnering with international

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As a teacher educator and former public school teacher, I am deeply concerned about ensuring a quality education for children around the world.

- Matthew Thomas, assistant professor, Department of Education Studies

COMMUNITY EVENT

Giving Children in a War-Torn Country a New Life through Education

The School of Education was proud to partner with the La Crosse Rotary Club to sponsor guest lecturer Fary Moini on September 12. Fary Moini, pronounced Fairy Mo-eeeni (but the kids in Afghanistan simply call her Mama Fary) is not a tall person, and she jokes that small people can accomplish huge deeds if they are willing to work hard enough. She is living proof.

Fary grew up in Iran, and graduated from Tehran University with a Bachelor of Science degree in nursing. She immigrated to the United States and settled in San Diego in 1982. Eventually, her work with the La Jolla Rotary Club led her on a journey to an under-developed region of Afghanistan. Fary was heart-broken to observe the poverty and lack of schools for the children of the region, and decided then and there to do something about it. This was not an easy task in one of the most remote locations of the world amidst deep poverty, surrounded by Taliban forces, in a post-911 world; but, she did it. The keys to her success, according to Ms. Moini, are perseverance and respect for cultures. On every visit, Fary met with village elders and explained carefully and patiently what the goals of the building project were and how they would help the local people. Fary speaks the form of Farsi that is used in this part of Afghanistan, which was, of course, a great strength. Eventually, bit by bit, things fell into place. On a dusty patch of ground, where children would squat down to listen to lessons that had been forbidden by Taliban forces, rose a school for hundreds. Then a thousand. Two thousand. Now, over four thousand K-12 students are learning on a daily basis. And they love it. In a land where no educational opportunities

existed, the thirst for knowledge had grown over the years, and students now make the most of each day of learning.

Gaining permission from the elders to build the schools was only the beginning. Fary has spent years traveling, teaching, and fund-raising to build the facilities that are now gracing the war torn lands of eastern Afghanistan. The roadblocks were many, but Fary simply does not give up. One example: after the schools were built and students flocked



Fary Moini

to attend, what to do when the first group of girls entered grade six? Girls in Afghanistan are not allowed to have male teachers after grade five. Recruit female volunteers from the U.S.? Teach some classes yourself? Start training Afghan girls to take over the classrooms, of course. All in a day's work (actually a decade's work) for Fary.

Fary enthralled 115 seventh grade students at Lincoln Middle School in La Crosse. Her message seemed to resonate with children who may, at times, take their own opportunities for granted. Later in the day, Fary Moini spoke to a smaller group of students and faculty in Skogen Auditorium. Her humble persona and her heartfelt message was an inspiration to all.

EDUCATION IN ZAMBIA

Continued from front page and local organizations as well as conducting educational research in Zambia. Though my first visit to Zambia in 1996 concerned work on a documentary, more recently I have been conducting research with Zambian teachers and publishing the findings in journals such as the International Journal of Educational Development, where I recently published an article about beginning teachers in Zambia. In addition, during the winter and summer breaks of 2014 I traveled to Zambia to work as a short-term technical assistant on a USAID-funded program, Strengthening Education Performance Up (STEP-UP). In this role I have been partnering with higher education institutions to collaboratively conduct applied research and produce policy briefs

for education stakeholders at the local, district, provincial, and national levels. These experiences continue to inform my work in both domestic and international contexts and remind me that teachers everywhere need adequate support in their first few years in order to be as successful as possible.

Matthew Thomas is an assistant professor in the Department of Education Studies and has worked extensively in Zambia since the mid-1990s. He teaches several core courses in educational foundations and conducts research on teachers, educational policies, pedagogical practice, and the roles of colleges of education in both international and domestic contexts.



EDUCATIONAL OPPORTUNITIES

edDOCs: SOE Documentary Series to Continue in 2014-15



The third installment in the UW-La Crosse School of Education documentary series took place on Thursday, Oct. 16. In this third installment of edDOCs, executive producer Bob Compton's film, "2 Million Minutes" (2008) was screened followed by a discussion. The screening was preceded by a social with light fare. "2 Million Minutes" is a global examination of six high school students from three different countries (i.e., United States, China, and India). The title of this documentary is premised on the two million minutes that sit sandwiched between the start of eighth grade and high school graduation. With that, this film explores the differences in how students in the United States spend these two million minutes in comparison to their peers in China and India. Implications related to the ability of the U.S. to maintain global competitiveness based on use of engage academic time are examined. Finally, this third installment was well received with over 100 participants.

The edDOCs series commenced with the fall semester of 2013 with the screening of "The First Year" (Guggenheim, 2001). In this PBS documentary, the lives of five first year teachers and their students are highlighted. The spring semester of 2014 marked the second installment of edDOCs with the screening of "TEACHED Volume I", www.teached.org. This documentary is a series of three shorts that address the prison to education pipeline, teacher opinions in

relation to the discourse of educational reform, and recommendations to improve student achievement from those involved in the charter school movement. As is becoming tradition with edDOCs, a panel discussion with 'experts' in areas highlighted in respective documentaries follows film screenings.

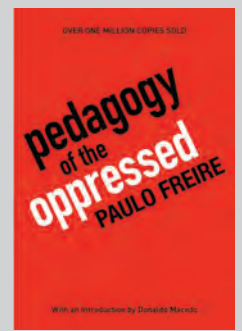
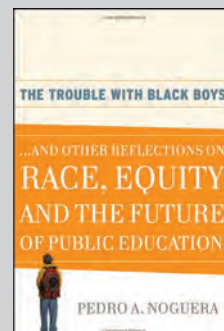
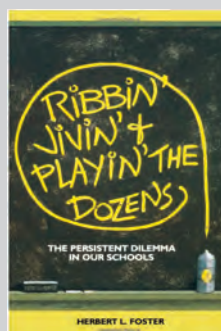
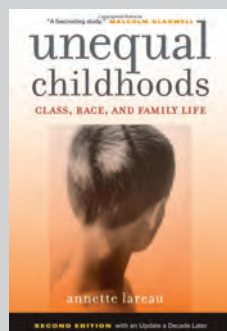


The edDOCs documentary series is open to all members of our UW-L community as well as members of the community outside of UW-L. Moreover, we encourage teacher candidates to attend these film screenings as a means to expand their thinking in relation to their field as well as network with other potential, future and current educators. Questions related to edDOCs should be forward to with Matthew A.M. Thomas, Ph.D., mthomas@uwlax.edu or Anne K. Yehle, Ph.D., ayehle@uwlax.edu. Please watch for announcements for upcoming edDOC's screenings.

Summer Selection Series: Books Worth Buying (and keeping...)

Professional reading is a hallmark activity of teachers who inspire and engage their PreK-12 students. Given the hectic nature of the school year, many teachers use the summer and winter recess to 'catch up' on their professional reading. Thus, during the summer of 2014, assistant professors Thomas and Yehle, both from the Department of Educational Studies (DES), provided four summer reading recommendations for our UW-L teacher candidates. With the 2014 Summer Selection Series, they selected books that center on equity, race, social-class and the influence of these elements on the education of our PreK-12 students. Moreover, books recommended were influential to both Thomas and Yehle in relation to their own teaching experiences in the public schools as well as their current work in teacher education.

As a follow up to the Summer Selection Series, the Snowday Selections Series will be published in early December. Again, both Thomas and Yehle will recommend books that are relevant reads for teacher candidates and others interested in and committed to the field of education. Those that participate in the Snowday Series will also be invited to attend a Hot Chocolate Social in February 2015. Be watching for more information. In the interim, questions email mthomas@uwlax.edu or ayehle@uwlax.edu.



EDUCATIONAL OPPORTUNITIES

Adapted Physical Education Future Teachers Instruct Bike Riding to Kids with Disabilities

Learning to independently ride a 2-wheel bike without training wheels is a major accomplishment for kids. Achieving the skill opens the world to exploration and physical activity that lasts a lifetime. However, for many kids with disabilities, this often taken-for-granted milestone is not easily or automatically attained. Special teaching techniques, modified equipment, and extensive practice are necessary for many kids such as those with Down syndrome, autism, and other developmental disabilities.

For a week in June 2014, Garth Tymeson, Ph.D., and several future adapted physical education teachers performed valuable and meaningful community service in a very unique bike riding instructional program for kids with disabilities. The program, called “I Can Bike,” was conducted at the UW-La Crosse Eagle Rec Center and hosted by the La Crosse Area Down Syndrome Association and the UW-L Center on Disability Health and Adapted Physical Activity (Department of Exercise and Sport Science). “I Can Bike” is a national program that conducts hundreds of week-long workshops throughout the country each year. Children learning to ride are assigned two “buddies” who assist with daily 75-minute intensive practice sessions on specially designed equipment. This specialized equipment gradually provides less and less balance assistance as the rider develops more independent skill and confidence.

Graduate and undergraduate adapted physical education students volunteered, participated in staff training, and attended the week long program. Practice sessions were held indoors for the first two days. After gaining skill and confidence, riders and their teachers took to the parking lots for more advanced riding. Tymeson,



director of the UW-L adapted physical education teaching preparation programs stated, “These programs could not take place without the community service and volunteerism demonstrated by our UW-L future teachers. It is very physically demanding to assist the riders as they take many, many laps around the instructional track. This is a perfect example of these college students giving back to their communities, and understanding what it takes to work as a collaborative team when teaching.”

Over 20 children and young adults between the ages of 8-22 participated in the Summer 2014 “I Can Ride” program this year at UW-L. The goal is to have 30 kids in June 2015. For information, contact Garth Tymeson at 608.785.5415, gtymeson@uwlax.edu.





UW-L students help individuals with disabilities live an active and healthy lifestyle while gaining valuable experiences

The Center on Disability Health and Adapted Physical Activity was established on the UW-L campus in 1972 and serves a vital role for the health and physical activity needs of persons with disabilities. The primary mission of the Center is to provide quality physical activity, sport and wellness programs to improve the health of individuals with disabilities. The Center sponsors several professional preparation and community services programs in affiliation with the School of Education, College of Science and Health and the Department of Exercise and Sport Science.



The Center serves as an interdisciplinary professional preparation site for preservice teaching majors from physical education, adapted physical education, and other academic areas. Under the supervision of Center Staff, UW-L students from numerous disciplines receive a meaningful professional development experience. The Center offers programs in motor development, adult physical fitness,

physical activity mentoring, adapted aquatics and adapted sports.

Motor Development Program

The MDP provides instruction in aquatics, health related physical fitness, motor skill development and community based physical activity to children and youth with disabilities ages 3-21. Through one-on-one and small group instruction, trained staff members implement focused lessons to achieve participant goals. Where appropriate, instructional programming may consider social, behavioral and functional needs. The MDP is scheduled in conjunction with the UW-La Crosse academic calendar. Approximately 11 two-hour sessions are held in the Fall and Spring Semesters.

Adult Physical Fitness Program

This program provides personalized, fitness programs for adults with disabilities, ages 18 and older. Participants perform functional exercises in aquatics and/or fitness center environments to enhance cardiorespiratory function, muscular strength and endurance, flexibility and weight management. Trained staff members assess fitness levels, design and assist with exercise programs, and monitor progress for each participant.

The program meets year-round in conjunction with the UW-La Crosse academic calendar. Approximately 25 AT sessions are held each semester.

Physical Activity Mentoring Program

“I Can Do It, You Can Do It” (ICDI) is a physical activity mentoring program for persons with disabilities that pairs a college student mentor with a participant for a minimum of two, one-hour sessions each week for eight consecutive weeks. The program serves persons with disabilities, ages five and above. Activities take place on-or-off campus based on the interests, needs and goals of participants. Activity sessions are arranged between the mentor and parents/guardians of the participants. Sessions take place during UW-L’s fall, spring and summer sessions. Nutrition education is included in this program. The ICDI model is sponsored by the U.S. Department of Health and Human Services – Office on Disability in Washington D.C. UW-L was the first university in the country to implement the program.

For more information on the Center and the programs offered, visit www.uwlax.edu/sah/ess/mentor or call 608.785.8690.

FACULTY RESEARCH

Roller Derby Research

After spending some time with the Mississippi Valley Mayhem Roller Derby Team in fall 2011, I realized that there were some ‘cool’ things going on in this physical activity space. So, I applied for a faculty research grant at UW-L. To my delight, my proposal was funded!

The purpose of my research was to explore how members of a women’s roller derby team were moved emotionally to move physically in a high-intensity sport and to consider how social practices in the physical activity space of this roller derby setting might positively and constructively inform the process of teaching and learning in physical education.

A great deal of past research has implemented a ‘what is wrong here’ approach to examine various aspects of physical education. These studies have served a



Amy Tischler



valuable purpose because in order to make things better, we learn what is not working. Problem-based research has illuminated multiple issues related to teaching and learning in the context of physical education.

My preliminary findings are that in this physical activity space, success has been redefined. Rather than focusing on “passing and failing,” success is measured by what each skater can do. Small steps forward are deemed successful, and because of this, women are

willing to stick with it and accept ‘failure’ as an expected and accepted part of learning. Through appreciating what is, imagining what might be, transformation is possible.

I have been a full member of the team since 2013. Playing on the team allows me to give back to the research participants and has provided me with physical activity opportunities and friendships beyond what I can describe with words.

For information, contact Amy Tischler atischler@uwlax.edu. In addition, the following link is to a news link that highlights my research: www.news8000.com/sports/from-researching-to-running-with-the-team/27213026.

AMY TISCHLER recently co-edited and authored two chapters in a book titled, *Sociocultural Issues in Physical Education: Case Studies for Teachers*, which is meant to be a useful to a wide range of individuals interested in increasing their sociocultural awareness and knowledge in order to consider how students’ experiences are shaped in and through physical education classes.

What happens in physical activity learning spaces is of great significance to the learners that occupy those spaces. Broadly speaking, one cannot deny that education is rife with error, nor can one ignore the presence of global-level issues in physical education. Using a case study approach, this book addresses social and cultural issues that can and do arise in physical education.

This book offers a tool for studying and better understanding how social and cultural issues impact student learning in physical education. Chapter authors point toward possibilities for better understanding sociocultural issues in physical education settings.

Welcome SoE’s Multicultural Education Advisor

The School of Education welcomed Bethany Brent this past August as the Multicultural Education Advisor/ Recruiter. She joins the SoE team in maximizing efforts to recruit and retain pre-service teachers of color in the School of Education. Bethany earned a doctoral degree from the Department of Curriculum & Instruction with an emphasis in Multicultural Education at the University of Wisconsin-Madison. While there she

worked as a Senior Program Coordinator recruiting and advising undergraduate students of color to enter into graduate school in the SoE. Bethany brings higher education instruction experience as with her as well. She is a former instructor to undergraduate students within and outside of the SoE at UW-Madison.



Bethany Brent

In her role as the Multicultural Education advisor here at UW-L, she has two primary goals. One goal is to create sustainable retention strategies that systematically support students of color in the School of Education. A second goal is to help increase the number of graduates in high needs areas for the teaching profession. These include students of color, male elementary teachers and female math and science teachers who enter into the School of Education at UW-La Crosse.



Active Classrooms

Regenerate, refresh, refocus, and breathe!

Active Schools is a program designed to increase physical activity opportunities for children and youth before, during and after school. Through Active Schools, the La Crosse County Health Department is collaborating with local schools to provide more opportunities for Coulee Region students to be physically active. One strategy they are using is a program called Active Classrooms, where they have partnered with Kristi Mally, Ph.D., Director of the Physical Education Teacher Education program at the University of Wisconsin-La Crosse. Together they have created training opportunities and resources for area elementary and Head Start classroom teachers to implement purposeful physical activity breaks throughout the school day.

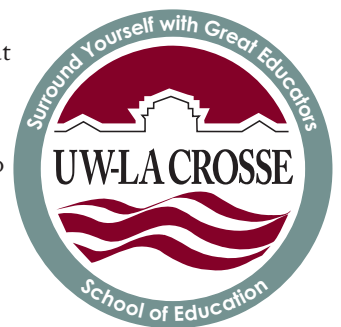
Brain research confirms that consistent, physical activity throughout the day has benefits that every classroom teacher would welcome, including enhanced attentiveness, concentration and focus, as well as improved behavior, reduced stress and anxiety. These benefits can be reaped with as little as 1-3 minutes of physical activity integrated every 25 to 30 minutes throughout the school day. The Active Classrooms program is geared at helping classroom teachers feel more confident to implement these valuable, movement-based brain breaks in their classrooms.

During the summer of 2013, Mally created 20 movement-based lessons, integrating literacy, math and science. These thematic lessons have been turned into physical activity totes that area Head Start teachers will soon be able to check out and use with their young learners. The totes focus on developmentally appropriate themes such as apples and pumpkins, weather, alphabet, and jungle animals. Each tote includes directions for physical activities as well as all of the materials and equipment

needed for implementation. Head Start teachers will soon participate in a training lead by Mally to learn how to utilize the totes within their classrooms.

More recently Mally lead elementary teachers through a series of quick activities that could be integrated into their daily lessons. Elementary teachers from La Crosse, Onalaska, Holmen, West Salem and Bangor School Districts were up and moving for two hours, learning how to lead their students through a variety of brain breaks. Sarah Wengerter, a fifth grade teacher at Viking Elementary in Holmen stated that, "Active Classrooms was a fantastic experience. I have added more brain breaks into our class time, and have noticed a huge difference in my student's motivation." Tyler Hamby a physical education teacher at Hamilton Elementary in La Crosse shared what he learned at Active Classrooms with the classroom teachers in his school. After implementing some of the activities his co-workers indicated that, "the activities don't have to be extravagant, and that adding simple movement for a minute to a lesson boosts mood and easily helps students refocus."

If you are interested in learning more about Active Schools or about integrating brain breaks into your classroom contact Kristi Mally at kmally@uwlax.edu or go directly to the Get Active La Crosse website www.getactivelacrosse.org.



www.uwlax.edu/soe

ALUMNI IN THE NEWS

UW-L Alum hits home run with students

When his teacher's aide shared that his mother was diagnosed with cancer, Woodland Intermediate School fifth-grade teacher Eric Vander Loop saw an opportunity to help, while teaching his kids about kindness to strangers.

"They really reacted in a crazy, powerful way," he says. Since then, with Vander Loop's guidance, students at the school district in Appleton, Wisconsin, have raised more than \$100,000 for cancer research – an accomplishment in raising cash and instilling compassion that makes Vander Loop one of 30 winners of PEOPLE and Major League Baseball's All-Star Teachers campaign presented by Target.

"I definitely know that I would not be the person I am today without him," says Vander Loop's former fifth-grader Annika Betz, now 17. "He doesn't just teach the material; he teaches the deeper lessons as well."

Indeed, the above-and-beyond approach defines all 30 All-Star Teacher winners, one representing each MLB team and selected by fans nationwide who cast their votes from a pool of 90 finalists.

Vander Loop, 39, represents the Milwaukee Brewers. But more than anything, he represents his students.

"I tell my kids every single year, 'I don't care how good you are at reading, writing, math, social studies, science,'" he says. "I care that you walk out that door on the last day a better person."

And they do, says Sam Burton, the former student helper who told Vander Loop's class in 2008 that his mom, Robin, had been diagnosed with lung cancer. The students reacted by staging a basketball free-throw contest to raise money for research. Since then the annual effort benefiting the American Cancer Society has expanded, with fourth-graders doing canned-goods drives and high school students performing a fundraising concert.

"It's hard to keep the tears from flowing," says Burton, 24, of Menasha, Wisconsin. "It's just amazing what those kids can do, and what he does. Everything that's been done has come from him."

The theme for Vander Loop's "Unless" effort, the teacher says, is a line from Dr. Seuss's *The Lorax*: "Unless someone like you



cares a whole awful lot, nothing is going to get better. It's not."

Says Woodland principal Craig Miller: "Eric believes in education, but he believes in the whole student, and that to be a well-rounded student, the way to help them learn is to make them good people."

Adds Betz: "I wish everyone could have a teacher like him."

For more on Vander Loop and the other 29 All-Star Teachers – who will be recognized at next week's All-Star Baseball game in Minneapolis – visit allstarteachers.com.

Reporting by ABBY FRANKLIN and JEFF TRUESDELL

Article in *PEOPLE* magazine originally published 07.09.2014

SOE CALENDAR OF EVENTS

NOVEMBER 3, 2014 | Teacher Employment Seminar
8 a.m.-4 p.m. | Valhalla Hall, Cartwright Center- Gunning Addition
Mandatory Full-Day Seminar for graduating student teachers

JANUARY 20, 2014 | Student Teacher Orientation Day for Spring 2015
Student Teachers and Interns
8 a.m.-4 p.m. | Valhalla Hall, Cartwright- Gunning Addition

SPRING 2015 | Come Take A Closer Look
12-5 p.m. | Valhalla Hall, Cartwright- Gunning Addition

SPRING 2015 | edDOCS Film Series

MARCH 27-28, 2015 | Student Development Conference

APRIL 26, 2015 | Celebration of Education
9 a.m.-Noon | Valhalla Hall, Cartwright- Gunning Addition