

MISSION MATTERS

2010 EDUCATION MAGAZINE

MARQUETTE UNIVERSITY COLLEGE OF EDUCATION



SERVICE LEARNING

South Africa held surprises for faculty adviser. Read about her experience and more news from the College of Education.



pg **10** : **IMPROVING CHILDRENS' LIVES**
Hartman Literacy and Learning Center started small, but now serves 100-plus kids annually.

**Marquette University
College of Education**

Office of the Dean
561 N. 15th St.
Walter Schroeder Health and Education Complex, Room 124
Milwaukee, WI 53233
(414) 288-7376

www.marquette.edu/education
Blog at <http://marquetteeducator.wordpress.com/>
Twitter at <http://twitter.com/MUEducation>

Dean of the College of Education
Bill Henk, Ed.D.

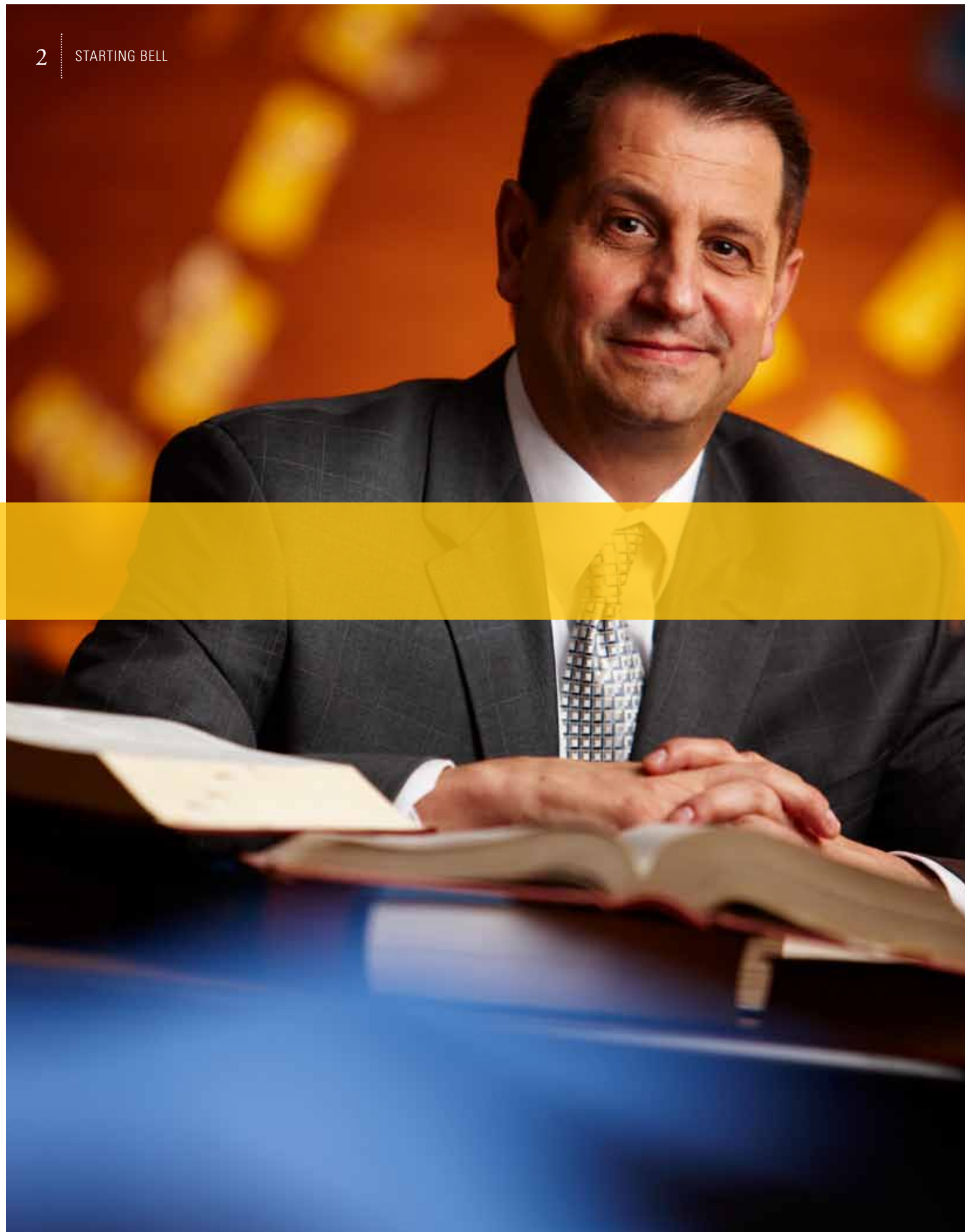
Associate Dean and Director of Teacher Education
Kathleen Cepelka, Ph.D.

Mission Matters is published for alumni, colleagues and friends of the College of Education. Feedback and story ideas are appreciated.

Editor
Lori Fredrich
lori.fredrich@marquette.edu

TABLE OF CONTENTS

- 2** : **Starting Bell**
Dean Bill Henk describes a year of astounding developments in the College of Education.
- 4** : **News**
Two new grants and more help the college respond to vital education needs.
- 6** : **Life Stories**
Mentoring through movement at the Mad Hot Ballroom.
- 8** : **Faculty Snapshots**
In South Africa and Milwaukee, we learn and we grow.
- 10** : **Improving Childrens' Lives**
Hartman Literacy and Learning Center started small, but now serves 100-plus kids annually.
- 12** : **The Soul of Marquette**
Student's mother asked Dr. Kathleen Cepelka what she values most at Marquette.



Bill Henk

WELCOME TO THE FIRST ISSUE OF OUR COLLEGE OF EDUCATION MAGAZINE, **MISSION MATTERS**.

It's my honor to prepare you to read about the exciting year we just completed. In fact, Provost John Pauly recently mentioned that every time he turns around, he hears something new and wonderful about the College of Education.

That is music to my ears, but it came as no surprise. The College of Education's development is unmistakable. It has been marked by renewed national accreditation, designation as a college, a collaboration with the Greater Milwaukee Catholic Education Consortium, launching a Teach For America partnership, and enhancing services at our Hartman Literacy and Learning Center, Behavior Clinic and 7Cs Counseling Clinic.

During the Centennial Celebration of Women at Marquette, it's fitting to highlight several outstanding female faculty members, including Drs. Kathleen Cepelka, Lisa Edwards and Ellen Eckman and emeritus professor Dr. Lauren Leslie.

I invite you to learn more about the college and the Marquette Educator blog by visiting marquette.edu/education. I hope you find both resources to be fresh, informative and engaging.

Now please enjoy our inaugural issue!

Sincerely,

Bill Henk
Dean of the College of Education
Marquette University

a brighter future for urban children

Behavior and emotional problems pose significant obstacles for many children and their families, especially those living at or below the poverty level. For 80 percent of Milwaukee inner-city families who seek help for their children at Penfield Children's Center, Marquette's Behavior Clinic offers hope through help.

A \$100,000 grant received from the Wisconsin Brighter Futures Initiative in 2009 allowed the Behavior Clinic to reach more families. The clinic hired two new professional staff members and eliminated the waiting list, which had grown to 30 families. The clinic provided 1,098 in-home programming sessions for more than 100 families, which resulted in a reported 78 percent reduction in children's challenging behavior.

An additional \$75,000 from Brighter Futures for 2010 will allow the clinic to extend its reach to serve even more area families, offering parents the help they need to provide a truly brighter future for their children.



FOR INFORMATION, VISIT
marquette.edu/behavior

For more information about the Behavior Clinic, training opportunities for graduate students and clinic research, contact Dr. Robert Fox at robert.fox@marquette.edu or (414) 288-1469.

NOYCE GRANT TO FUND TRAINING OF STEM TEACHERS

Marquette received a nearly \$900,000 Robert Noyce Teacher Scholarship Program grant from the National Science Foundation to attract and train 24 science, technology, engineering and math majors to teach in high-need middle and high schools.

The training will include intensive field experiences integrated with classroom instruction through a partnership with Marquette's College of Education, Helen Way Klingler College of Arts and Sciences, and College of Engineering.

"This program represents a timely step in our efforts to meet the vital need for STEM teachers locally and nationally," says Dr. Bill Henk, dean of the College of Education. "It blends the strengths of three exceptional academic units, using a developmentally appropriate model that moves future educators from the awareness stage to apprenticeship, immersion and mastery."

Get more information at marquette.edu/engineering/pages/AllYouNeed/stemcoop.html.



save
the date
April 22

ALUMNI AWARDS ARE PLANNED FOR SPRING

College of Education alumni and friends are welcome to attend the annual Alumni Awards reception Thursday, April 22, on campus in the Alumni Memorial Union's Henke Lounge and Lunda Dining Room. A light reception will begin at 4 p.m., with the awards conferral following at 5 p.m.

MARK YOUR CALENDAR FOR OUR ANNUAL CELEBRATION

The College of Education's Mission Recognition Event will be Tuesday, April 27, on campus in the Alumni Memorial Union's Henke Lounge and Lunda Dining Room. The evening event honors individuals and groups from within and outside the university community who have made significant contributions toward advancing the social justice mission of the College of Education.

save
the date
April 27

BLOG WITH US

If you haven't taken the time to visit the Marquette Educator blog, check it out at marquette.edu/education. The blog is a public forum to talk about education, get news about the College of Education, and celebrate the successes of area teachers, Marquette students, faculty, alumni and others who serve as champions for public and private schools. Read what you want, when you want. Sign up for our weekly e-mail digest, delivered right to your inbox at marquette.edu/educatorblog.



BRITTANY BARBER

DANCE, DANCE:

MENTORING THROUGH MOVEMENT

By Lori Fredrich

Brittany Barber began dancing when she was 18 months old. As a fourth-year doctoral student in counseling psychology, her hands are pretty full. But she still finds time to share her love of dance with young people at Danceworks Mad Hot Ballroom and Tap.

An educational dance program targeting low-income schools in Milwaukee's central city, MHBT focuses on helping kids develop artistic expression and creative outlets for their thoughts and feelings.

"Their mission really spoke to me because it gives children a means to express themselves, learn control and value interpersonal respect," Barber says. "I've learned so much from my students about the strengths and difficulties that ethnic minority youth experience."

Although Barber is taking a break from MHBT this semester, she isn't taking a break from her work with children and adolescents. She is completing a pediatric psychology practicum at the Jane B. Pettit Pain and Palliative Care Center at Children's Hospital of Wisconsin. She also started preliminary work on her dissertation, which will focus on ethnic minority youth and their perceptions of familial relationships.

"While these all are very different experiences, they each have ultimately allowed me the opportunity to do what I feel I am called to do," Barber says. "That is to help young people achieve their optimal level of functioning while providing a fun atmosphere and a supportive presence."

"I've learned so much from my students about the strengths and difficulties that ethnic minority youth experience."

7CS CLINIC TREATS ADDICTION, MENTAL HEALTH "We have to look at addiction as a chronic health issue."

By Tim Cigelske

Growing up in Los Angeles' notorious Compton neighborhood had a profound and lasting impact on Darnell Durrah. "Big time," says Durrah and laughs at the understatement. "Since I was in middle school, I always wanted to establish an after-school agency so kids had other things to do besides getting involved in gangs and drugs."

Today, Durrah is a counseling psychology doctoral student at Marquette and a coordinator for the College of Education's 7Cs Clinic & Behavioral Health Research Services, whose mission is to treat the problems of addiction and mental illness. Durrah is getting hands-on training through the 7Cs' goals of using evidence-based treatments, emerging best practices, and the effective and efficient delivery of services to poor and underserved populations.

"The model that the 7Cs operates under is really what drew my interest here," he says. "And all of our therapists have a real zeal and passion to work with this client population."

The 7Cs Community Counseling Clinic was established in 2005 as a partnership between the College of Education and Guest House of Milwaukee, a social service agency serving homeless men. In May 2008, the 7Cs Clinic began operating within the College of Education.

The Marquette motto *cura personalis* — care for the whole person — is the foundation of the 7Cs holistic approach, according to Dr. Todd Campbell, executive director of 7Cs. In fact, the seven "C's" stand for *cura personalis*, compassion, community, commitment, collaboration, creativity and choices. 7Cs offers outpatient and day treatment as well as a variety of mental health services, including neuropsychology, psychiatry, nursing, vocational rehabilitation, nutrition, exercise and more.

Campbell stresses the urgent need to address mental health and addiction issues and cites statistics that in Milwaukee County alone more than 82,000 people who need addiction treatment are unable to access it. "We have to look at addiction as a chronic health issue," he says. "Addiction is a deadly disease, and the saddest part of all is that it's so treatable."

Dealing with the root of these issues is not only a moral responsibility, it makes financial sense, according to Campbell. Addiction treatment is far less costly than incarceration, and it can help prevent crime, lost productivity, rising health care costs and the other expensive societal consequences of substance abuse.

"There can be no health," Campbell says, "without mental health."



GMCEC works to be the difference for Catholic schools

The Greater Milwaukee Catholic Education Consortium hosted a conference in October for approximately 400 teachers from more than 70 area schools to discuss faith formation, Catholic outreach and peace building. Since it was founded in 2008, GMCEC has sponsored numerous initiatives and events, including five school sustainability seminars that attracted more than 250 Catholic school administrators.

"Working with the GMCEC has been an affirming and inspiring experience," says Dr. Mark T. Joerres, principal of St. Thomas More High School. "Their myriad program topics cover critical contemporary issues, and their staff is extremely hardworking, creative and competent. They willingly offer a plethora of services in a convenient, effective and professional manner."

The GMCEC is an innovative partnership between Alverno College, Cardinal Stritch University, Marian University, Marquette and Mount Mary College which leverages the strengths of each institution to promote, strengthen and sustain quality K-12 Catholic education.

Learn more about the GMCEC at gmcec.com.



MAKING SERVICE MEANINGFUL: Faculty member reflects on her experience in South Africa.

By Lori Fredrich

As academic director for the South Africa Service Learning Program, Dr. Ellen Eckman served as adviser for 19 Marquette students taking courses at the University of Western Cape and participating in service learning at nonprofit organizations and schools in the Cape Town area. As straightforward as the assignment first appeared, she found she was in for a few surprises.

“I knew that South Africa had 11 official languages. What I didn’t consider was how many ways English can be spoken,” Eckman says and smiles. “When I walk around the University of Western Cape, I hear students speaking English with many accents and inflections and mixing English words with Xhosa and Afrikaans. I am better now at understanding the various English speakers, but I still struggle, particularly when I am talking on the phone. Every day has brought me new adventures and challenges.”



During her stay, Eckman participated in a variety of activities, including attending weekly seminars where university faculty members presented their research. During the seminars, she shared information about teacher-education programs in Wisconsin and presented her research on the co-principal/shared leadership model. When she was invited to be the guest lecturer, Eckman shared her expertise in American public school law.

“Reruns of *Law and Order* are widely available on South African TV, so most students have a basic understanding of the American legal system from watching television, but it was still challenging,” she says of trying to explain American public school law. “In a classroom of 50-plus teachers and aspiring administrators, each one seemed to have a different understanding of the U.S. education system. There was considerable dialogue around issues of freedom of religion and separation of church and state.”

Eckman returned to Marquette in November, but she thinks her experience in South Africa will remain vivid for a long time. She suspects the same is true for students once they return to campus. Her latest research project focuses on how students make meaning from their own service experiences in South Africa.

“I would like to encourage other faculty and students to take part in this program,” she says. “I have learned so much from my experience, and it really inspired me to explore ways to continue to advocate for South Africa.”

Learn more about the South Africa Service Learning Program at marquette.edu/safrica.



How Latino youth **SUCCEED**



Dr. Lisa Edwards (right) pictured with Keyona Jarrett, a fourth-year doctoral student in counseling psychology.

Dr. Lisa Edwards is well aware of studies that paint a grim future for inner-city adolescents. She’s driven to change that picture. Edwards, an assistant professor of counseling and educational psychology, researches how Latino youth overcome discrimination, poverty and pervasive low expectations. She found that the common attributes of the most successful youth included strong family bonds, valuing religion and possessing a bold, almost defiantly positive attitude.

“All we hear about is the negative,” she says. “There are real concerns, but I’m also interested in finding out the factors and strengths that help people be successful.”

She started spreading word of her interest, contacting a local middle school and offering to help families. Edwards helped coordinate an event where mothers and sons discussed how they could rely on each other as the students faced the stress of entering high school.

“One need our families face is the transition from middle to high school,” says Melodie Hessling, principal of Nativity Jesuit Middle School in Milwaukee. “When Lisa came to Nativity, I was impressed by how she linked her experience with the needs of our families.”

“I want to make sure the research gets out there and improves peoples’ lives.”

This wasn’t the only time Edwards has taken her research to where it really counts. Along with her graduate students, she presented at an event with two local groups of young women called *Hermanas and Sistas* about how ethnic identity and other cultural strengths can help people deal with discrimination and racism.

The daughter of a Colombian mother and European-American father, Edwards feels professional and personal satisfaction in sharing her knowledge with others who can benefit. She believes that she’s helping fulfill Marquette’s social justice mission.

“I really try to focus on the positive cultural strengths and factors that help youth succeed,” Edwards says. “I want to make sure the research gets out there and improves peoples’ lives.”

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small beginnings:



- Hartman Clinic began operating in August 1993, serving 39 children.
- In 1995, it was renamed the Ralph C. Hartman Literacy and Learning Center.
- Today it assists more than 100 students from six Milwaukee-area schools each year.
- In January 2009, the center added instruction in mathematics to its services.
- The center also serves as a hub for faculty research. Dr. Kathleen Clark, assistant professor and director of the center, is studying the effects of culturally relevant texts on reading achievement, motivation to read and attitudes toward reading of African-American children.

The Story of the Hartman Literacy and Learning Center

During Dr. Lauren Leslie's early years on campus, she trained students to teach children to read and provided them with tools to assess children's strengths and weaknesses in reading. She took inspiration from the Marquette reading clinic, which was staffed by graduate level practicum students earning their Wisconsin reading-teacher licenses.

"My teaching was always informed by the children who came to the clinic for help," she says. "Their examples provided the grist for the mill as I explained the various ways that children struggled with learning to read."

A fortuitous introduction in the early 1990s led Leslie to a successful collaboration with literacy colleague, Dr. Linda Allen. Together they helped to develop a brand-new undergraduate curriculum for Marquette pre-service teachers, which included hands-on literacy instruction.

When Jim and Janet Hartman came to campus in winter 1991 to make a donation to honor Jim's father, a Marquette Law School graduate, Leslie and Allen's work in literacy caught their attention. They were excited by the idea of improving the lives of children, and they decided to fund the program to ensure that the work of the clinic could continue for years to come.

About the same time, Rev. Albert DiUlio, S.J., then president of Marquette University, called upon the academic community to develop programs that would not only educate Marquette students, but also support the nearby community. Leslie was inspired.

"I remember walking into the Schroeder Complex thinking, 'We can do that!'" she says.

Leslie and Allen met with the principals of two nearby private schools, both of which had significant parent support programs. They proposed an after-school tutoring program for children in the primary grades. The tutors would be Marquette undergraduate teacher-education students being taught to use an integrated approach to reading, language arts and children's literature.

The location for the tutoring was an easy choice.

"Parents wanted their children to come to Marquette so that they would learn to feel comfortable on a university campus," Leslie remembers. "They wanted to feed their children's dreams of one day going to college."

In 1993, Leslie and Allen started the Family Literacy Project. Today, the program serves more than 100 elementary school students from six Milwaukee area schools each year.

chalk talk

MORE TEACHERS FOR MILWAUKEE



A typical third-grader can read this sentence: "Once upon a time, 60 years ago, a little girl named Laura Ingalls lived in the Big Woods of Wisconsin, in a little gray house made of logs." But a third-grader living in a low-income community may only recognize one or two words in that sentence.

Dr. Bill Henk, dean of the College of Education, says the new relationship with TFA gives Marquette another way to assist Milwaukee Public Schools. "Supporting urban education resonates with our mission, and by adding our signature Marquette quality to the preparation of these highly promising leaders, we fully expect to develop exceptional educators on par with our traditionally trained students," he says.

Marquette alumni Drew Shick, Arts '09; Kalyn Gigot, Arts '09; and Robby Douthitt, Comm '09, are part of the inaugural 30-member TFA Milwaukee corps.

Gigot wanted to give back to her community after graduation. A love for the city of Milwaukee and a passion for teaching and learning make TFA the perfect fit, she says. She plans to attend a dual master's/law degree program after completing two years with TFA.

"Marquette taught me how and why to become a woman for others," Gigot says. "Teach For America is a tangible way I can help the Milwaukee community that I've become invested in during the past four years."

Douthitt's experiences as a reporter and assistant editor of the off-campus section of the *Marquette Tribune* opened his eyes to the challenges facing Milwaukee. "I'm truly humbled to know I'll be working to solve the most basic and important of those problems, closing the education gap," Douthitt says.

"There is a unique urgency around Teach for America's arrival in Milwaukee," says Garrett Bucks, executive director of TFA Milwaukee. "Wisconsin has the largest gap in graduation rates between Caucasian students and students of color in the nation. To have the support of one of our country's best colleges of education, particularly a school with such a deep commitment to this community as Marquette, is absolutely central to the success of Teach for America in Milwaukee."

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According to Teach for America, 9-year-olds living in low-income communities in the United States perform an average of three grade levels behind their peers in high-income communities, and half of them won't graduate from high school. TFA is committed to changing that by delivering more teachers to the doors of at-risk middle school and high school classrooms around the country.

Since 1990, some of the nation's brightest college graduates, including 52 Marquette alumni, have served in the toughest classrooms in America with TFA. This spring, the College of Education forged a partnership with TFA with the ambitious goal to close the educational learning gap in the Milwaukee Public School system that surrounds campus. A member of the TFA corps can earn an undergraduate degree in any major. Then he or she can enroll at Marquette or Cardinal Stritch University during his or her teaching tenure to earn a master's degree in education and fulfill Wisconsin's licensure requirements.



KATHLEEN CEPELKA, ASSOCIATE DEAN OF THE COLLEGE OF EDUCATION



the SOUL of Marquette

“I began to describe the professional dignity and spiritual depth that permeate the culture of this very special place.”

By Kathleen Cepelka

Late last fall, Annie, a prospective teacher-education student, and her mother were visiting with me to learn what our teacher-preparation program could offer Annie as she prepares to do STEM teaching in chemistry. About halfway through our conversation, which had focused pretty exclusively on coursework, timeline and other program details, Annie’s mom turned to me and asked, “What do YOU value most about Marquette University?”

Taken a little off guard, but realizing that she wanted a totally honest answer, I swept my hand toward my office window to call attention to the golden trees on the campus and motioned more broadly to include the area beyond my office door where students were waiting for advising appointments with a colleague. “All of what you see and experience right here,” I told her.

“I then began to describe, in an admittedly limited way, the professional dignity and spiritual depth that I believe permeate the culture of this very special place.”

I first “met” Marquette slightly more than 20 years ago. I was a graduate student completing doctoral studies here and living as a resident campus minister in what was then East Hall. In three and a half years, I was able, thanks to the generosity and wisdom of my academic advisers and a number of other campus mentors, to do much more than simply earn an advanced degree. I participated in multiple Office of Student Affairs and Campus Ministry team hiring interviews; hosted a number of developmentally disabled L’Arche guests in East Hall for a weekend live-in experience with Marquette student residents; taught graduate classes for my doctoral adviser when his son unexpectedly died of a chronic illness; organized a peace prayer service in St. Joan of Arc Chapel at the beginning of the Gulf War; participated in all-university liturgies that provided me with a totally new experience of church; and, in general, was privileged to become intimately involved with countless facets of Marquette life. During and as a result of this experience, my life was changed.

I’m still unable to name exactly what triggered the change in me during those early years of study, solitude and Marquette-inspired social action. The closest I can come to helpful vocabulary stems from the leadership theory I now teach to others: empowerment. At the risk of sounding imprecise or cliché, I can state with unqualified conviction that the gestalt of life at Marquette during that time evoked in me a personal power I’d not realized I had.

During this year of marking the Centennial Celebration of Women at Marquette, I offer thanks for the indefinable gift of the Marquette experience daily but never more profoundly than when my Burke Scholar advisee, only one of many students with a similar perspective to share, bounded into my office and couldn’t stop raving about how much she values Marquette. When I asked Katie what she loves the most, she extended both arms, turned from side to side and responded, “Everything!”



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Office of the Dean : 561 N. 15th St. : Walter Schroeder Health and Education Complex, Room 124
Milwaukee, WI 53233 : (414) 288-7376 : marquette.edu/education



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