


INSTITUTE FOR LEARNING PARTNERSHIP

AT THE UNIVERSITY *of* WISCONSIN-GREEN BAY

THE “PHUTURE” IS NOW

Inside: The first
Phuture Phoenix
enters college,
and the mentor
who helped
along the way

May 2010

A photograph of two women standing outdoors against a clear blue sky. The woman on the left is wearing a teal long-sleeved top and a white and teal patterned scarf, smiling broadly with her arms crossed. The woman on the right is wearing a yellow short-sleeved top and is also smiling, looking towards the camera. The background shows a portion of a building with a white roofline.



PHUTURE PHOENIX IS MORE THAN A FIELD TRIP

Kacey Thomson and Ka Vang are proof the Phuture Phoenix program is more than a field trip for fifth-graders. It's about believing in the future and leading the way.

Since its inception in 2003, Phuture Phoenix has served more than 9,400 school children from low-income elementary schools in Northeastern Wisconsin. The program's signature event is an annual tour of the University campus for about 1,300 fifth-graders.

In that very first group of fifth-graders who toured UW-Green Bay was Vang, the daughter of Hmong immigrants and a student at Danz Elementary in Green Bay. "I remember the tour and that it was fun, but I can't say that I knew at that moment I was going to college," she says. "I suppose it was planting a seed."

Flash-forward a few years, and Vang, now a junior at

Green Bay Preble High School, was taking summer classes through the Upward Bound program, so that she could complete high school early. By this time she had decided that she wanted to go to college, if she could make the grades and find the money.

As part of a Phuture Phoenix mentoring program Vang was paired with Kacey Thomson, a UW-Green Bay education student from Appleton who was on track to become a high school English teacher.

"From the beginning there was a bond between us," says Thomson, who is now completing her student teaching at Freedom High School.

Vang was a strong student, so she didn't require tutoring in the sense of needing someone to help her catch up with her academics. But she was looking for a mentor who could help instill the confidence needed to take a step that no

one in her family had yet attempted.

"Ka was very focused and she had so many questions about college life," Thomson recalls. "So I arranged with my professors to let her spend a day with me, attending a couple of classes."

They recall that Vang not only attended classes, she jumped right in on classroom discussions. It was that mentoring that helped reassure Vang that college was the right decision.

When she graduated from high school — a year ahead of schedule — Vang paid visits to about 10 campuses. However, she chose to remain in Green Bay because it was close to home and because she loved living on campus.

Vang is now a freshman, majoring in Human Development, who hopes to have a Spanish minor. And yes, she's involved with Phuture Phoenix.

In fact, last fall when it was time to give tours, Vang specifically asked to be allowed to give tours to students from Danz Elementary School. In a very real sense, she's an example of the Phuture Phoenix program coming full circle.

Phuture Phoenix will take another step when more of those first members of that original fifth-grade class arrive on campus in the fall semester of 2010. Up to 20 of those students will be assisted by the very first \$1,000 renewable Phuture Phoenix scholarships.

We say 'officially' but note that Ka Vang is here early and already making an impact at UW-Green Bay.

"I think Kacey was not only someone who could help you with homework, but could be a role model," Vang reflects. "Now I'm the one who is trying to be the role model for those who have their own dreams of college."

Eighteen Educators Receive Master's Degrees

In its largest graduating class, 18 educators and professionals received their Master's Degrees in Applied Leadership for Teaching and Learning from UW-Green Bay this spring. The graduates successfully defended their theses or professional projects in partial fulfillment of the requirement for graduation. The graduates and their theses topics are listed as follows:

Ann Bock, Ashwaubenon School District, Project: "What is the impact of Link Crew, a transition program, on ninth grade students?"

Katherine Bradford, Pulaski Community School District, Project: "Piloting a partnership program with Glenbrook Elementary School's third grade students and families."

Theresa L. Bures, and Tiffany McVey, Oshkosh Area School District, Project: "The ongoing development of authentic assessments and rubrics to measure student learning throughout the school year."

Jennifer Burgraff, Green Bay Area Public School District, Project: "Program evaluation of the effects of the Content Literacy Continuum (CLC) program."

Patrick Burns, UW-Green Bay, Project: "An examination of the traditional educational practices of Wisconsin's First Nations."

Rebecca Chaltry, Coleman School District, Project: "Establishing a 'Kids for Running Club' at a Coleman Elementary/Middle School for children in grades three through six."

Kou Chang, Green Bay Area Public School District, Project: "How will Adventure Education activities and low ropes elements affect students' sense of cohesion at Green Bay West High School?"

Priscilla Dessart, Oneida Business Committee and Stephanie Muscavitch, Oneida Nation Elementary School, Project: "The development of a culture-based curriculum and an examination of its impact on today's First Nation's Children."

Karen Gordon, Sturgeon Bay School District, Project: "Collaboration with students in the language arts classroom, providing choices in curriculum material and assessment."

Victoria Gries, Kiel Area School District, Project: "Development of the 'Princess Closet' at Kiel High School which provides special occasion dresses free of charge to high school girls in Kiel and surrounding communities."

Christina Kersten, West De Pere School District, Project: "This study will explore how poetry and music can affect literacy in the classroom."

Betty-Jean Kurowski, Corporate Instructor, Humana Insurance, Project: "Are associates more effectively

trained by informal coaching from peers or in a classroom setting?"

Anthony Logue, Pulaski Community School District, Project: "This case study will overview the writing and implementation of an 8th grade program dealing with the negative effects of peer pressure."

Michelle Miles, Green Bay Area School District, Project: "Research centers on early childhood schools in Reggio Emilia, Italy, their successes and ways to implement their innovative approaches in early childhood classrooms in our country."

Mary Olson, YWCA Wausau/Northcentral Technical College, Wausau, Project: "Brain Development: A Course for Early Childhood Professionals."

Michelle Sixel, Shiocton School District, Project: "Creating choice in the Secondary English Curriculum."



MASTER'S GRADUATE ANN BOCK STUDIES HIGH SCHOOL TRANSITION

Transition from middle school to high school can be very intimidating. Ann Bock (above), social studies teacher at Ashwaubenon High School, focused her master's degree project on how to make this transition smooth for freshmen in her district.

Her project focused on the impact of a Link Crew program in her school, which has been effective in other districts. Link Crew is a program that focuses on successful student mentorship to help incoming ninth-graders make social and academic transition to high school. Link coordinators train

juniors and seniors to be Link Leaders and Link Leaders, coordinators and teachers help teach freshmen what it takes to be successful.

The program begins with a freshman first-day experience and is followed by monthly meetings facilitated by Link

Leaders, as well as academic and social follow-ups (left). Academic lessons may include goal setting, problem solving, decision making, organization and planning for final exams. Social follow-ups may include a freshman-only dance, tailgate parties, final exams survival bags, scavenger hunts, etc. Link Leaders also follow up with students who might struggle throughout the school year through Link Alerts.

According to Bock, some of the goals of the Link Crew program are, "To help build relationships between students, increase attendance, decrease discipline referrals, improve academic performance and school culture and reduce drug and alcohol abuse."

"The Link program has worked," she said. "Things are going very well for this first-year program. We have positive feedback from both the ninth-graders and the upperclassmen. We have seen an increase in freshmen joining extracurricular activities thus promoting a more positive school culture and more data will be available at the end of the school year."



EDUCATION, WEYERS GIFT GO HAND-IN-HAND

UW-Green Bay Phuture Phoenix leaders were ecstatic to receive word of a large gift by the Wisconsin Public Service Foundation in March, but were not surprised by the name associated with the gift. That's because former WPS President and CEO Larry Weyers has long been associated with the support and promotion of education in the region and the gift seemed like a "natural fit."

The "Larry L. Weyers Phuture Phoenix Scholarships" will provide 31 scholarships over five years to financially support students attending UW-Green Bay.

The Phuture Phoenix program is a University/community enterprise inspiring at-risk, underprivileged youth to attend college. The program has already served more than

10,000 students in its seven-year history with campus visits, tutoring and mentoring partnerships. Now it looks to make strong gains in getting students to college.

Weyers has a long history of support to UW-Green Bay, both personally and professionally. He has lent his time, talent and expertise to UW-Green Bay, and both he

and WPS have a long history of charitable contributions to UW-Green Bay organizations including UW-Green Bay's Institute for Learning Partnership, Weidner Center for the Performing Arts, Phoenix Fund, Founders Association, Capital Campaign, research grants and the Phuture Phoenix program.



Save-the-Date for the 12th Annual Fall Conference

"Connecting Schools and Families: Culturally Responsive Parent and Family Involvement," is the Institute for Learning Partnership's 2010 Fall Conference topic.

The 12th Annual Fall Conference will be held Thursday evening and Friday, October 7-8 at the University of Wisconsin-Green Bay.

Dr. Gwendolyn Webb-Johnson, will lead the evening keynote on Thursday and the Friday Educator's Workshop. She will share her research on family

involvement and successful strategies for connecting with parents and improving students' achievement. The three main audiences for this conference are teachers, administrators (instructional leaders) and parents. The needs of administrators, especially in the areas of instructional leadership, mentoring/coaching, disproportionality, achievement gap and culturally responsive leadership, will be addressed.

Webb-Johnson is an associate professor in educational administration and human resource development at Texas A&M University. Webb-Johnson is a nationally recognized expert on culturally responsive instructional leadership, community partnerships

and multicultural education. She was a keynote speaker at the 2009 Wisconsin Promise Conference and a consultant in several Wisconsin communities and schools as well as several schools across the nation. She has served as an educator for 36 years and has been teaching teachers for the past 21 years, along with teaching administrators for the past six years. Her previous work in Wisconsin makes her well-versed in the issues of the state, especially the achievement gap.

For more information about the conference, please contact Juliet Cole at (920) 465-5094 or e-mail colej@uwgb.edu.



Starting their PDC work in spring 2010 were, from left to right, front row: Sharon Ellner, Amy Barta, Crystal Trejo, Susan Barnard, Michelle LaPlante and Tanya Shillcox. Second row: Katie Bleier, Jennifer Good, Nikki Logan, Patricia Batten, Paula Goeben, Lindsay Seiler and Jennifer Londono. Back row: Kim De Tennis, Marc Winter, Carla Nguyen, Mary Ann Hitch, Kate Kulinski, Erin Raddatz, Paula Johnson, James Milske, Jolene McMahon and Katherine Schiller.



ART TEACHER'S RESEARCH HELPS STUDENTS BEYOND THE STUDIO

Mary Jo Scanlan, art educator at Hemlock Creek Elementary School, De Pere, wanted to enhance her students' learning process in the classroom by including reflection through writing as an integral part of her instructional philosophy.

Scanlan focused her action research for her Professional Development Certificate program around the question, "What impact does the use of visual thinking strategies, such as observing, speculating, discussing, and examining works of

art, have on expressive writing at the third grade level?"

She taught her students to use visual thinking strategies such as, "What does it look like, feel like, move like, sound like?" to verbally describe a work of art.

The approach has helped students improve in areas of expressive writing.

"Students transferred these techniques to writing and reflecting about their own projects and their expressive writing improved," she said.

She now builds time for reflection and writing as an integral part of art projects at all grade levels.

"I have a strong belief that reflection through writing will build life-long learning skills, and through practice, will continue to improve how my students approach writing at all levels of their lives," she said. "Writing linked to visual thinking strategies support a respect for what is learned by slowing the production process down, reducing stress and building the creative spirit."

The structure of the PDC program provides candidates, like Scanlan, the opportunity, skills and support necessary to identify and focus on innovative research that improves teaching practice and student learning in classrooms across our region.

NEWS AND NOTES



Congratulations to Education Program scholarship recipients (left to right) Shannon Pugh, Megan Hischke, Abbie O'Toole. Not pictured, Joanna Herman.

CELEBRATING HERB KOHL FELLOWSHIP TEACHERS

Sheila Kohl, a 2005 Applied Leadership for Teaching and Learning master's graduate and 1996 UW-Green Bay elementary education graduate, is one of many dedicated teachers to receive the Herb Kohl Education Foundation Award. It is given to teachers who demonstrate consistent academic excellence, leadership and motivation. The recipients and their schools receive \$1,000. Kohl is a National Board Certified teacher and a facilitator for the Institute's National Board Candidate Support Workshop. She is a teacher at West De Pere Middle School.



TWO RECEIVE NATIONAL BOARD CERTIFICATION

Congratulations Kelly Isselmann, first grade teacher at Valders Elementary School and Gordie Gasch, career and technical education teacher, at Brillion High School, who received their National Board Certification recently. They both attended the Institute's candidate support workshop last fall.



Other CESA 7 Winners:

- Lisa Andreini, Glenbrook Elementary School, Pulaski
- Sarah Bennin, Elkhart Lake-Glenbeulah Middle School, Elkhart Lake
- Kim Cline, James Madison Elementary School, Sheboygan
- Jeanne Craanen, Prince of Peace School, Green Bay
- Sandra Hagenbach, Heritage Elementary School, De Pere
- Ronald Kletzien, Sheboygan North High School
- Jody Laehn, Notre Dame Elementary School, De Pere

CESA 8 Winners:

- Linda Gilson, Oconto Elementary School
- Tami McQuillan, Gillett Middle School
- Lori Mueller, Bowler Elementary School

CONGRATULATIONS, TONYA YOUNG

The Institute for Learning Partnership congratulates Tonya Young, science teacher at Green Bay West High School, for being recognized as one of six state finalists for the 2009 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).



The PAEMST is the highest recognition possible, given to a K-12 mathematics or science teacher for outstanding teaching in the U.S. Young is one of three finalists representing Wisconsin for the science component of the PAEMST award. She is a 2009 graduate of the Professional Development Certificate program.

MIDWEST REGIONAL ACHIEVEMENT GAP CONFERENCE

The first annual Midwest Regional Conference focusing on "Closing the Achievement Gap" is November 3-6, 2010, at the Crowne Plaza Hotel and Conference Center in Chicago. UW-Green Bay's Division of Outreach and Adult Access and the Institute are co-sponsoring.

The three-day conference features top educators from 17 states and Canada, representing PK-12 and higher educational institutions, superintendents, student services support staff, Title I teachers and leaders to address the growing achievement gap, especially in the Midwest.

Regional Educational Laboratories Midwest (REL), Naperville, Ill. will present current research from the Midwest region. Featured keynote speakers include Manuel Scott and Christian Moore. Best practice proposals are still being accepted.

Contact Mona Christensen, 920-465-2267; or 800-621-2313 or e-mail: christem@uwgb.edu. Details at www.uwgb.edu/outreach/achievement/.



INSTITUTE FOR Learning Partnership

The Institute for Learning Partnership is composed of the districts of the Northeast Wisconsin Cooperative Educational Service Agencies (CESAs) 7 and 8, regional school boards, PK-12 educators and administrators, Wisconsin Education Association Council (WEAC), Professional Development Academy of WEAC, Northeast Wisconsin technical colleges, Green Bay Chamber of Commerce Partners in Education, regional business and community leadership and the University of Wisconsin-Green Bay.

The Institute's mission is to promote high educational achievement for all learners by providing the framework for empowering educators with professional development opportunities and resources for classroom-based research.

The Institute receives funding and resources from the University of Wisconsin-Green Bay, and Institute personnel work closely with the University's faculty and staff, its undergraduate teacher-preparation program, and its Master's Degree Program in Applied Leadership for Teaching and Learning.



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GREEN BAY
Connecting learning to life

This document is written and designed in cooperation with the Institute staff and personnel from UW-Green Bay's Office of Marketing and Communication.

On the cover:

Ka Vang (pictured far right) was in the very first Phuture Phoenix group to tour campus. Vang is now a college freshman at UW-Green Bay. Kacey Thomson was her mentor.

Cover photo, Adam Koenig.