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MISSION MATTERS

2011 EDUCATION MAGAZINE

MARQUETTE UNIVERSITY COLLEGE OF EDUCATION

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STANDING UP TO BULLYING

Dean Henk's personal experience serves as a call to action, and an alumna offers tips to make your school a no-bullying zone

ALSO INSIDE

Recent graduates share stories from the field
NCAA assists alumnae with campus alcohol outreach



pg 10

School as Sanctuary

The educational team at Milwaukee's Alliance School is dedicated to reducing bullying. Learn their techniques for creating safe havens.

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Dean of the College of Education
William A. Henk, Ed.D.

Mission Matters is published for alumni, colleagues and friends of the College of Education. **Please tell us what you think of it and share ideas for people and topics you'd like to see covered in future issues.**

Editor: Lori Fredrich, lori.fredrich@marquette.edu
Editorial Team: Stephen Filmanowicz, Nicole Sweeney Etter

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Bill Henk

MISSION IMPOSSIBLE

CAPTURING THE DYNAMISM OF THE COLLEGE OF EDUCATION IN ONE PUBLICATION ISN'T EASY

It's difficult to briefly summarize the activities of the College of Education in the year since our first issue of *Mission Matters*. For a fuller picture, visit marquette.edu/education. While there, please visit *The Marquette Educator* blog, which has more than doubled its readership since last summer.

Yes, our faculty still excel at teaching, research and service and set high standards for our remarkable students. But we also seek to be even more relevant to our community by enhancing schools and mental health services in the region.

We're proud that our Behavior Clinic and Hartman Literacy and Learning Center exemplify outreach excellence and that the Greater Milwaukee Catholic Education Consortium now is recognized as a national model.

Looking to the future, we expect to collaborate more closely with the Milwaukee Public Schools and to explore relationships with innovative enterprises like City Year and the Schools That Can-Milwaukee program. We're also working hard to refine our Teach For America program.

You'll see our commitment to community engagement and educational excellence reflected in the following pages, with first-person accounts from teachers in the field, reports about compelling research and strategies for tackling school bullying.

Let me close with the hope that these pages showcase how "Mission Matters" to us.

Sincerely,

Bill Henk
Dean of the College of Education
Marquette University

Wisconsin teachers of the year

have Marquette roots

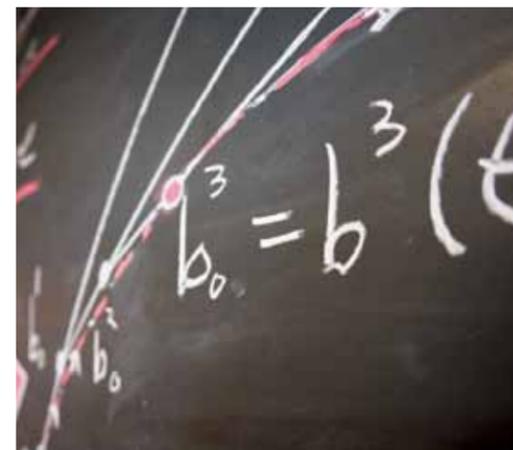


Award-winning science educator Maureen Look-Ainsworth was on campus in January engaging student teachers Kevin Gleeson and Blake Ward in demonstrating proven classroom exercises.

This fall, a panel of educators, parents and community leaders selected four 2010 Wisconsin Teachers of the Year — three of them Marquette graduates. Chosen for instructional innovation and leadership, community involvement and an ability to inspire a love of learning, they are:

- Middle School Teacher of the Year **Maureen Look-Ainsworth**, Arts '86, a science teacher at Horning Middle School in Waukesha. She will represent Wisconsin at the National Teacher of the Year program this spring.
- High School Teacher of the Year **Claudia Felske**, Arts '90, an English teacher at East Troy High School.
- Special Services Teacher of the Year **Peggy Wuenstel**, Sp '80, a speech and language pathologist at Washington Elementary School in the Whitewater School District.

Join all three teachers from 6 p.m. to 8 p.m. Thursday, April 14, 2011, at the Alumni Memorial Union's Weasler Auditorium for a reception and discussion drawing on their expertise and experiences.



USING ALGEBRA AS A SPRINGBOARD TO COLLEGE SUCCESS

With data from Achieve Inc. showing that students who complete Algebra II in high school more than double their chances of earning a four-year college degree, two Marquette faculty members are working to ensure that more students can make that leap to college.

Dr. Leigh van den Kieboom, an assistant professor in the College of Education, and Dr. Marta Magiera, assistant professor of mathematics, statistics and computer science, received a two-year \$235,224 Title II Mathematics Science Partnership Grant to provide professional development to math teachers. The grant will help 30 teachers from the West Allis-West Milwaukee School District support students in grades 6 through 10 in their transition from arithmetic to more formal algebra by focusing on algebraic thinking and reasoning.

ATTEND MISSION RECOGNITION 2011

The College of Education invites you to mark your calendars for our second annual Mission Recognition event on Tuesday evening, **April 19, 2011**, in the Henke Lounge and Lunda Dining Room in the Alumni Memorial Union. This event honors individuals and groups from within and outside the Marquette community who have made a significant contribution toward advancing the social justice mission of the College of Education. For more information, contact Lori Fredrich at lori.fredrich@marquette.edu.

save
the date
April 19

CALL FOR NOMINATIONS: SEEING THE DIFFERENCE IN OTHERS

Do you know a fellow alumnus or alumna who, through personal or professional achievements, truly embodies the mission of Marquette? Please nominate him or her for an Alumni National Award. Nominations received this year will be considered for an award in 2012. Visit marquette.edu/awards to view the awards criteria and access the online nomination form. Save the date: The 2011 College of Education Alumni Awards will be held **Thursday, April 28**.

save
the date
April 28

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BIG SKY, BIG ADJUSTMENTS

By Anna Luberda, Ed '10

As I drive to work every morning, I look out the window and wonder, “How did I get here?”

I am used to buildings, McDonald's and waiting in traffic. Now that I am in Montana, I have to get used to mountains, horses and almost nonexistent speed limits.

When I joined the Jesuit Volunteer Corps Northwest, I thought I was ready for anything. I knew I would be teaching at St. Charles, a small Catholic mission school on the Crow Indian reservation about 30 miles away from Billings.

Although excited to teach at such a unique school, I did not know that I would be teaching first-graders. After four years at Marquette, I thought I was on my way to becoming a pretty great high school teacher. How was I supposed to adjust to this drastic change in practice, philosophy and classroom management?



When I tried to remember what I was like in first grade, I was even more terrified. I walked into the classroom on that first day ready to face failure.

The teacher introduced me, and the students immediately began to spout out dozens of questions. “Where are you from? Why do you have red hair? Can you sit with us at lunch?” As I answered, my anxiety slowly faded. I could tell that the students were a little nervous. After all, they were in first grade now. They would have to add and subtract, learn to write in cursive, and would no longer take mid-afternoon naps. These kids were ready for a new frontier, and so was I.

Surprised that only a few of my 14 first-graders could read a sentence or neatly write their names, I took a step back and thought of ways to take up the advice of one of my professors at Marquette: “Start where they are!”

The first week passed, and I was still intact. Since then, I have learned the students' names and discovered that we have a lot in common. Many share my love of the Chicago Bulls, and most think it is funny that I do not own a horse. Each morning I look out the window and wonder at how different this new place is from what I am used to — both in landscape and teaching environment.

Anna Luberda graduated in 2010 from the College of Education, where she majored in secondary education and history. She completed her student teaching at Nicolet High School in Glendale, Wis.

When absence makes the therapy stronger

By Trudi Arnold, Grad '11

There is speculation in the counseling field that clients sometimes get “better” without the direct interventions of their therapists. As counterintuitive as it may seem, it is something I'm sure every therapist fantasizes about and even prays for.

Sitting in class, I have wondered how it happens. You can imagine my surprise this week when it happened to me.

Throughout the past two weeks, my client missed two individual sessions, but we kept in touch by phone. Each of her calls lasted more than 30 minutes, during which she described crises that needed urgent attention. We talked through things and set up action plans as best we could.

When she called Friday to reschedule our appointment, we had our shortest phone conversation yet. She indicated that she had good news to report, and in less than 10 minutes, she reported significant progress on a treatment plan that I didn't even realize she was working on!

I hung up the phone ... flabbergasted. The person on the phone just then was definitely not the same person who arrived at our clinic two and a half months ago.



Staff asked me what I did. I thought hard about it but couldn't think of any intervention that would have sparked the extreme change.

In shock, I consulted other staff who've worked with her on a regular basis. First they asked if I was talking about the right person. Then they asked me what I did. But as hard as I thought about it, I couldn't think of any intervention that would have sparked the extreme change.

I looked at them and said: “I didn't do a darn thing. She did it.”

I can't explain what happened, but I am thrilled that my client is pulling her life together. I've had the honor of walking with her on an arduous journey, supporting her as she made difficult decisions and watching her make tough life changes. I'm curious to find out what sparked this progress, but if I never find out, I will learn to be satisfied with witnessing the power of the human spirit to make amazing change.

After 13 years of consulting and sales in the entertainment industry and a decision to change careers, Trudi Arnold is a second-year master's student in Marquette's clinical mental health counseling program.

Do more than survive your first year

By Nick McDaniels, Arts '09

Veteran teachers often suggest that the first year is all about survival. However, setting mere endurance as a first-year goal may discourage new teachers from expecting enough of themselves and their students. Here are a half-dozen basic steps to make going to work each day less daunting and excellence more attainable.

1) Learn the names of all staff and students you meet as quickly as possible.

The faster you learn a person's name, the more likable and trustworthy you become. Being appreciated and trusted by your colleagues and students will make your life much, much easier.

2) Be in touch with as many homes as you can.

It is easy to write off parents or guardians as uninterested and uninvolved (and some are), but many parents/guardians respond well when you make the effort to initiate dialogue. If I have a behavior problem with a student, I will often call his or her parent from the hallway during class and make the child talk to him or her.



3) Smile before Christmas, but maybe don't laugh.

Smile when appropriate. You are only as tough as your students think you are, not as tough as you think you are. More often than not, students see through the act. That said, if you're too sweet, survival may become your only option.

4) Make yourself available to students outside of school.

I provide my students with my cell phone number, e-mail address, Twitter page, a homework blog and a few hours of after-school help per week. It gives students no excuse for not completing their homework or understanding material. If I get four to five texts every night about homework, that's four to five more assignments that I get back the next day.

5) Establish routines, and stick to them with military-like precision.

Arrive at school early. Make your students enter and exit the room the same way every day. Follow the same lesson structure every day. Predictability and stability are rarities for many students. It is mutually beneficial to establish constants at school.

6) Be excited about what you teach and where you teach.

I tell my students on the first day of class that I love my job. Excitement is contagious. If your students exclaim, “You say every story is your favorite story,” you are doing well.

Nick McDaniels graduated from Marquette in 2009 with majors in English and secondary education. He served as president of the College of Education Student Council and received the Outstanding Secondary Education Student Award his senior year. He teaches in Baltimore and is pursuing a master's degree at Johns Hopkins University.

Special needs, special coaching

When faced with students with special needs, schools have traditionally created specialized solutions, whether it was gifted and talented programs or one-on-one reading coaches.

But Dr. Martin Scanlan, assistant professor of education, says this compartmentalized approach is increasingly difficult to implement as schools become more diverse — with a broader range of languages, unique needs and skill levels.

Scanlan thinks the solution is a systematic approach called the Learning Consultant Model, which he details in his book *All Are Welcome: Inclusive Service Delivery in Catholic Schools*. “The learning consultant is a faculty member with special education expertise who serves as a coach and mentor to other teachers,” Scanlan says.

The teaching-the-teacher approach allows challenges to be addressed at classroom, school and district-wide levels instead of pigeonholing the issues, he says. Learning consultants coach and provide resources to teachers who use instructional strategies to engage all students; those with special needs are treated as integral members of the community.

Scanlan’s model already is being implemented in Catholic schools in Milwaukee and St. Louis, and Scanlan recently helped put on a series of workshops to expand the use of the model at the elementary level in Milwaukee.

“Catholic schools in recent decades have struggled to articulate and finance service delivery systems that allow them to meet students’ special needs,” he says. “These schools are increasingly recognizing this gap and seeking to close it.”

Dr. Martin Scanlan



Understanding therapeutic breakthroughs

Jane had hit a wall. She knew it, and her therapist knew it. She’d spent weeks going through the motions of therapy, but she hadn’t dug into the potential source of her problems. Finally, her therapist asked her: “What would you like me to do for you?”

“Help me,” Jane responded, almost in a whisper.

“Let me,” her therapist replied.

Such moments form the research focus of Dr. Sarah Knox, associate professor in counselor education and counseling psychology. Although they may seem simple and brief, these instances nevertheless lead to therapeutic breakthroughs that some researchers call corrective relational experiences, or CREs — when the client feels a distinct shift, comes to see the relationship with the therapist in a different and unexpected way, and is thereby transformed. These experiences can happen in a moment or more gradually, but they may have profound long-term effects.

Researchers have known for years that relationships matter in therapy. The therapist’s ability to build trust through listening and simply being present is key to the therapeutic process. Knox studies how therapists build these relationships, with the ultimate goal of improving therapy process and outcome.

“Successful therapy might be the first time a client realizes that healthy, healing relationships exist,” says Knox, whose collaborative work with colleague Dr. Alan Burkard on CREs will be featured in a forthcoming book published by the American Psychology Association. “Nurturing such experiences for clients is crucial to therapy accomplishing what it seeks to do.”

Dr. Sarah Knox



“Successful therapy might be the first time a client realizes that healthy, healing relationships exist.”

Alumnae enlist student-athletes to curb campus drinking

With the help of a \$30,000 grant from the NCAA, two College of Education alumnae recently launched a new program, CHOICES for Healthy Golden Eagles, to promote respectful and responsible student decision-making regarding the use of alcohol. The collaboration between the Office of Student Development and the Department of Intercollegiate Athletics focuses on athletes educating athletes, members of sports clubs, high school students and the general student population.



The program’s two alumnae founders work in athletics at Marquette: Learning Specialist Katie Simet, Arts ’06, works with athlete mentors, and Assistant Athletics Director Adrienne Ridgeway, Grad ’10, administers the program.

“Through the Healthy Golden Eagles program, we hope to make all students, not just athletes, aware of the harmful impact irresponsible drinking can have on individuals, as well as the Marquette campus community,” Ridgeway says. To accomplish these goals, the program will recruit and train student-athletes to give in-classroom alcohol education presentations to incoming freshmen. In addition, a media campaign promoting positive choices will be played at high-profile athletic events. The student-athlete volunteers will have a major role in the development of these messages.

Says Simet: “We talk about educating the whole person. The CHOICES grant has really allowed us to spend some time educating Marquette students about how alcohol-related decisions impact them as students, athletic fans and members of the Marquette community.”



Katie Simet and Adrienne Ridgeway of Marquette’s Intercollegiate Athletics Department will work with student-athletes to help high school and college students understand the consequences of their decisions regarding alcohol use.

STOP BULLYING NOW

WHAT MY OWN BRUSH WITH BULLYING TAUGHT ME

BY BILL HENK

WHEN I WAS IN SIXTH GRADE, OUR CLASS BULLY THREATENED TO KILL ME BECAUSE I BEAT HIM OUT FOR THE BASKETBALL TEAM. I WAS TRAUMATIZED BECAUSE HE HAD FLUNKED TWO TIMES AND WAS PHYSICALLY SUPERIOR TO EVERYONE IN MY CLASS.

He was a mean dude in every respect and reveled in making others cower. I took his threat seriously. In fact, I faked being sick in class so I could be sent to the nurse's office. But I never went there. I ran straight home instead — fearful, full of terror and paralyzed. It took every ounce of courage I could muster to go to school the next day.

Fortunately for me, that very day another player got injured and the coach put the bully on the team. I was off the hook. But the mental and emotional damage to me was so profound that I've carried it into adulthood. I shouldn't admit this fact, but I've often thought about how I would exact revenge on this bully. It turns out that he got another kind of justice.

Ironically, I often think back on sixth grade and how fortunate I was to avoid a long period of abuse, as well as a severe beating. I honestly don't know what would have happened if it had persisted.

Exactly how fortunate was I? Well, in 10th grade, the bully really did kill a classmate.

He and two other high school hoods were convicted of stabbing to death a great kid who was one year ahead of us. It was over something stupid like trying to force him to let them ride his new motorbike.

This later episode involving the bully had been my first exposure to fatal violence, and the impression it left qualifies as indelible. I sat beside the victim's sister in homeroom, and I could see her intense sadness and pain. Actually, I could feel it.

I also felt a deep sense of emptiness and loss even though the victim and I were not close. It was that same awful dazed and foggy sensation always accompanying untimely deaths. And it permeated my school for a long time afterward. In many respects, it's stayed with me forever.

The bottom line is: **No good can ever come of bullying.** Often the results are tragic. And even when they're not, the collateral damage can be enormous.

I honestly think that this problem is far more prevalent than educators know. Schools must do everything in their power to prevent bullying from happening in the first place and then handle it effectively when it does. We must be alert to it, pre-empt it, shut it down, and exercise various forms of discipline and justice in its aftermath. But one way or another, **it's got to stop.**

This essay first appeared on the Marquette Educator blog, where it received more than 13,500 hits, making it the most widely viewed posting in site history.



10 WAYS TO START TURNING YOUR SCHOOL INTO A NO-BULLYING ZONE

Tina Manzo Owen, Arts '98, felt so strongly about bullying that she created a safe haven for students who were being harassed in regular school environments. Alliance, a Milwaukee Public Schools charter, is the first school in the nation to start with a mission of reducing bullying. Owen shares 10 tips that have made a difference at the Alliance School.

1. Train your teachers in peacemaking circles and restorative justice practices. When minor conflicts arise, these circles are an effective way to end the issue before it escalates.
2. Never let name calling go unchecked. Express your disapproval and report incidents to administrators.
3. Create advisory classes where students focus on team building and relationship strengthening so students form strong bonds with peers. These classes are the cornerstones for relationships in the school, so be very deliberate in planning and assigning teachers to them.
4. Involve students in decision making. Students need to feel that school culture belongs to them and that they have the power to build a positive school experience for everyone.
5. Create a bullying/harassment form that students can fill out when they think they are being bullied.
6. Develop a student discipline council that handles repeated incidents of bullying or disruptive behaviors. This council is made up of students who meet with other students to discuss behaviors, determine consequences and mentor the student to improve behaviors.
7. Encourage students to start diversity clubs and gay-straight alliances, and then support the efforts of the clubs. The presence of these clubs sends a strong message about the school's acceptance of all people.
8. Urge students to bring bullying to your attention. Provide safe, anonymous ways for students to alert you to intimidation in all forms. Cyberbullying counts, too.
9. Teach students about different cultures, beliefs and practices and about how to work with people who are different from themselves.
10. Be sure to say, "If it happens again, please tell me again so I know to take more drastic measures." When students report bullying and it happens again, they may think the administrator did nothing. Meanwhile, the administrator assumes it stopped because nothing else was reported.



Rev. Jeffrey T. LaBelle, S.J., Ed.D., is an assistant professor of educational policy and leadership.



We are Marquette wherever we go

Rev. Jeffrey T. LaBelle, S.J.

Can an institution have a soul? If any institution can, it's definitely Marquette University. At every Golden Eagles basketball game, when we shout out, "We are Marquette," we express our unity and shared mission: We really are the difference in the world in which we live. Most of us have come to realize that the people make any institution what it is. Here at Marquette, our shared values of excellence, faith, leadership and service mark who we are. They are part of our very soul. And we carry this soul with us wherever we go: to the schools and agencies where we serve as educators, administrators and counselors; to the churches and synagogues where we worship; to the places where we shop and do business; to the homes where we dwell as families. In a very particular way, I've come to recognize that we bear within our innermost selves the distinguishing attributes that are depicted on the Marquette University seal, *Numen Flumenque*, that is, "God and River."

Three years ago, after I introduced myself to the students in the first course I taught at Marquette, Introduction to Schooling in a Diverse Society, I opened up the class for questions. One brave freshman raised her hand and asked me, "So just why did you move from California to Milwaukee?" My first response was, "Well, you can be sure it wasn't for the weather!" Today I would probably add it's really because of the people who have received me with such hospitality and acceptance. Marquette feels like home for many of us, and that's because we make it a loving, soul-filled university where all can find a dwelling place regardless of where they've come from or where they might be going.

We bring Marquette's identity and mission with us into our world. This world includes a wide variety of contexts in which we live, work and play, such as the schools where we teach, administer and counsel. When we exhibit that *cura personalis*, that is, care for the whole person, through extending a welcoming smile or handshake, we show students, families, parents and community members that all have a home with us, that indeed all are welcome and belong in our world. Every time we break up a fight on a school campus or when we stop one child, teenager or even an adult from bullying another, we embody the soul of Marquette and bring the spirit of love to our world. Through us the love of God flows out to all that we meet. In sharing this spirit of welcome, acceptance, belonging and hospitality, we truly become the soul of Marquette as it flows outward across the land like a great river, pouring out life and hope wherever we go. *Numen Flumenque*: We are Marquette wherever we go.