

VITERBO UNIVERSITY

SUMMER

Commencement



Friday, July 12, 2019

2 p.m.

La Crosse Center



Prayer of St. Francis

Lord, make me an instrument of Your peace.

Where there is hatred, let me sow love.

Where there is injury, pardon.

Where there is doubt, faith.

Where there is despair, hope.

Where there is darkness, light.

And where there is sadness, joy.

O Divine Master, grant that I may not so much seek

To be consoled as to console.

To be understood as to understand.

To be loved as to love.

For it is in giving that we receive.

It is in pardoning that we are pardoned.

And it is in dying that we are born to eternal life.

Program

PROCESSIONAL

MASTER OF CEREMONIES

Sara Cook, Ph.D.

Dean, College of Education, Engineering, Letters, and Sciences

INVOCATION

Catherine Robertson, Ph.D.

Instructor, Education

WELCOME

Glena Temple, Ph.D.

President

COMMENCEMENT ADDRESS

Thomas A. Thibodeau

Distinguished Professor of Servant Leadership

SAINT FRANCIS CHOIR

Polly Pappadopoulos, Director

PRESENTATION OF CANDIDATES FOR DEGREES AND HOODING

Sara Cook

Susie Hughes, Ed.D.

Program Specialist, Associate Professor, Master of Arts in Education

AWARDING OF DIPLOMAS

Glena Temple

Sue Christopherson

Chair, Board of Trustees

CONFERRING OF DEGREES

Glena Temple

CONGRATULATORY REMARKS

Gerald Baldner

Board of Trustees

Program

ALUMNI WELCOME AND ADDRESS

Kathy Duerwachter '10
Alumni Director
Fayme Evenson '16, M.A.Ed.

PRAYER OF SAINT FRANCIS

Susie Hughes

ALMA MATER

BENEDICTION

Fr. Conrad Targonski, OFM
University Chaplain

RECESSIONAL

As a courtesy to the graduates, all guests are requested to remain in their seats during the ceremony and during the recessional until all graduates and faculty have left the auditorium.

San Damiano Cross Bearer

Scott Mihalovic, M.A., Wisconsin Educational Leadership Specialist

Commencement Marshals

Todd Braun and Jeannette Armstrong

Acknowledgements

Saint Francis Choir, Viterbo University Alumni Association,
Bookstore, Communications, Faculty and Staff,
Instructional and Information Technology, Office of the Registrar

Mission

The Viterbo University community prepares students for faithful service and ethical leadership.

Identity

Founded by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic, Franciscan University in the liberal arts tradition.

Commencement Committee

Kathleen Duerwachter '10
Jack Hamilton
Debra Kappmeyer '98

Nancy Oelke
Maggie McLain

Kori Salaski
Sheila Severson
Steve Wenger '07, '13

Viterbo University Board of Trustees

Gerald Baldner
Anthony Binsfeld
James Birnbaum
Georgia Christensen, FSPA '70
Sue Christopherson
Andrew Dahl
Connie Delaney '75
Helen Elsbernd, FSPA
Sue Ernster, FSPA
Daniel Gelatt
Kourtney Gibson

Margaret Hammell '87
Kent Handel
Karen Kappell, FSPA
Romana Klaubauf, FSPA
Gregory Lind '76
Fr. Tom Lindner
Richard Lommen Jr.
Lee'Ann Mathy
John McHugh
Katie Mitchell, FSPA

Paul Mueller, M.D.
J. Patrick Murphy, C.M.
Barbara Nick
Scott Rathgaber, M.D.
Arbender Robinson '98
Jack Rusch
Barbara Skogen
Brian Soller '94
Brad Sturm
Glena Temple
Don Weber

Viterbo Alma Mater

Words and music by Joyce Grill

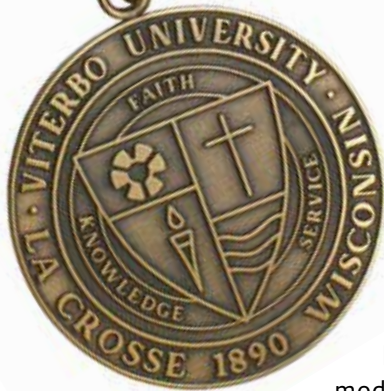
Vi - ter - bo, dear old Al - ma Ma - ter, — we sing our praise to you, Vi -
Vi - ter - bo, dear old Al - ma Ma - ter, — your light shows us the way, The

ter - bo, dear old Al - ma Ma - ter, thru the years we will be true. With
torch, the rose, the cross still help _____ to guide us ev - 'ry day. With

grate - ful thanks we will re - call the warmth, the joy that graced your halls, Vi -
grate - ful thanks we will re - call the warmth, the joy that graced your halls, Vi -

ter - bo, dear old Al - ma Ma - ter, we _____ sing our praise to you.
ter - bo, dear old Al - ma Ma - ter, your _____ light shows us the way.

Academic Regalia



The University Seal

Using symbols and words, the university seal reveals the rich history of Viterbo based on mission and purpose. The original seal, which has twice been slightly modified, was created in

the early 1960s by Imogene Thiele, FSPA, a member of the art department.

Designed according to the science of heraldry, the shield located in the center of the seal contains a wealth of information. Clockwise from upper right: the cross symbolizes Christian identity; the wavy lines portray the Black, La Crosse, and Mississippi Rivers, which join forces in La Crosse to provide Viterbo with its unique geographic location; the torch of learning symbolizes the chief function of the university; the rose honors St. Rose of Viterbo, the patron

saint of the Franciscan Sisters of Perpetual Adoration, the founders of Viterbo.

Beyond the shield, the word “knowledge” is retained from a very early Viterbo motto taken from the Bible: “Teach me goodness, discipline and knowledge” (Ps. 118:66). Later “faith” and “service” were added to complete the virtues to be embodied in a liberal arts education.

The final elements contain basic information specific to Viterbo’s location, in La Crosse, Wis., where the mission of Viterbo University began in 1890. Two small tau crosses are to be found in the outermost ring, proclaiming the Franciscan heritage of Viterbo. The tau was the standard cross in the days of St. Francis, and it is formed by the Greek letter “T.”

With its rich symbolism, the university seal is a constant reminder of Viterbo’s past as well as a guide to the future for all who are here today.

History

The academic dress worn today for ceremonial occasions originated in the universities of the Middle Ages when classrooms were unheated and the academic gown and hood kept scholars warm. It became a distinctive symbol of academic pursuit, setting the academic apart from the non-academic, hence the phrase “gown versus town.”

The gown was standardized in the United States in 1894 when the American Intercollegiate Commission determined that all robes would be black. The master’s robe is distinguishable by long, closed sleeves; the doctor’s gown by a facing of black velvet from the hem to the neck and back, with three velvet bands around each sleeve above the elbow.

The traditional hood, also black, displays significant colors. The lining represents the colors of the university granting the wearer’s highest degree. The color of the hood facing signifies the individual’s academic discipline or school of study.

Although there has been much innovation in gown and cap design in recent years, the standard colors representing the various academic disciplines have remained the same: white (arts and letters), purple (law), scarlet (theology), dark blue (philosophy), yellow (science), brown (fine arts), pink (music), copper (economics), lemon (library science), light brown (business), light blue (education), citron yellow (social work), golden yellow (mental health counseling), and apricot (nursing).

Continued on next page

Academic Regalia

The San Damiano Cross

In lieu of the university mace, which is often the traditional symbol used by institutions of higher learning, the San Damiano Cross has come to represent Viterbo.

The San Damiano Cross is the sacred symbol before which Francis of Assisi prayed and heard God's commission to "rebuild the church." This icon was painted sometime shortly after the first millennium, at a time when the authentic humanity of Jesus was becoming more appreciated in the faith life of the people. In the early centuries of the Christian communities, the divinity and royal priesthood of Jesus was emphasized. The San Damiano Cross pictures the luminous figure of the resurrected Christ radiating out from a dark and deathlike background. He presides over an all inclusive cloud of witnesses: companions and friends, souls who have gone before him, and heavenly spirits. All of these figures have the hand of God pictured over them in a blessing. The crucifix is a distinctive art piece used by those who practice a Franciscan spirituality.

The San Damiano Cross is a symbol of the Franciscan heritage and identity of Viterbo. It attempts to stress the promise by God of a future that will respond to human hope. It affirms the continuity between the exercise of human freedom in this world and the final state of things. It draws all into the reality of God's life. The San Damiano Cross offers a true and contemporary symbol for Franciscan higher education.



Viterbo History

In 1871, the Franciscan Sisters of Perpetual Adoration established a flourishing community in La Crosse and began to concentrate on preparing their members to teach in parochial and mission schools throughout the area. This act ultimately led to the founding of what is known today as Viterbo University. Viterbo University is named after the city of Viterbo, Italy, the home of St. Rose of Viterbo. St. Rose of Viterbo is the patron saint of the Franciscan Sisters of Perpetual Adoration.

The sisters' efforts evolved into the St. Rose Normal School, accredited by the state in 1890. Since then, the university has enjoyed a long and rich tradition of excellence. Eventually, the normal school evolved into St. Rose Junior College (1932), Viterbo College (1939), and, finally, Viterbo University (2000).

In 1943, lay women were admitted to Viterbo, and accreditation by the University of Wisconsin occurred in 1952. Two years later, the university earned accreditation by the North Central Association of Schools, the National Council for the Accreditation of Teacher Education, and the National Association of Schools of Music Programs. The health sciences were added in the 1960s, and accreditation by the National League for Nursing, American Medical Records Association, and the American Dietetics Association soon followed. In 1967, lay persons were invited to join the board of directors, and a baccalaureate nursing program was initiated. In 1970, Viterbo became coeducational, and, in 1972, the first male student received a degree.

In the '90s, Viterbo expanded its curriculum again, gradually adding five graduate programs, beginning with the introduction of a Master of Arts in Education. In 2013, Viterbo achieved another milestone when the university was granted approval to offer a doctorate in nursing practice (DNP). While Viterbo's academic programs were undergoing change, the landscape of the campus was also changing. The 1970s and '80s were decades of growth for Viterbo, as the enrollment climbed and new buildings were dedicated (the Fine Arts Center in 1971, Brophy Center in 1983, and the Student Activities Center in 1987).

During the '90s and well into the new millennium, this expansion continued in an effort to keep pace with growing enrollment and to provide students with the best possible facilities. Changes to the landscape included construction of the D.B. and Marge Reinhart Center for Ethics, Science, and Technology, the Amie L. Mathy Center for Education and Recreation, the School of Nursing Building, Clare Apartments, and the major renovations of San Damiano Chapel, and Brophy Center, which houses the Dahl School of Business. In 2000, Viterbo changed its status from that of a college to a university.

Appreciative of its past, confident in the present, and optimistic about the future, Viterbo remains committed to its unique Catholic and Franciscan mission of preparing students for faithful service and ethical leadership.

Candidates for Graduation

This program includes the names of students who, at the time of printing, have filed a commencement form. The official granting of the degree is made after all graduation requirements have been successfully completed and verified.

MASTER OF ARTS IN EDUCATION

Meghan Elizabeth Adams

West Salem, WI

Impact of Individual Goal-setting on Middle School Students' Engagement, Self-efficacy, and Self-regulation

Christy Lynn Amundson

Waverly, IA

Effect of Lucy Calkins Phonics Program on Letter-Sounds Achievement in a Kindergarten Classroom

Anne Marie Aubart

Chippewa Falls, WI

Effects of Academic Choice on Engagement of Second-grade Students

Sarah Jean Bailey

Muscoda, WI

Impact of Movement on Behavior and Performance in Third-grade Males and Females

Sara Beschta

Kaukauna, WI

The Effects of Mindful Practices on Students' Reading Achievement

Allison Jean Bissing

Black Creek, WI

Effects of Student-centered Book Choice on Engagement of Fifth-grade Students

Melissa Marie Bjorkman-LeJeune

Bangor, WI

Impact of In-class Literacy Interventions on First and Second-graders

Mattie E. Blake

Green Bay, WI

The Impact of Explicit and Systematic Phonics Instruction in a Primary Classroom

Greg Brown

Shawano, WI

The Effects of Site-based Employment Visits on Career Awareness Abilities of High School Students

Elaine Margaret Buerman-Raatz

Gillett, WI

The Effects of Parent Numeracy Resources on Math Achievement of Third-grade Students

Melinda Sue Carlisle

Onalaska, WI

Impact of Daily, Self-selected Reading on Fourth-grade Students' Achievement and Self-efficacy

Stephanie Marie Carlson

La Porte City, IA

Integration of Close Reading Instruction on a Fifth-grade Classroom: Impact on Reading Comprehension in Nonfiction

Darlene Louise Cofiell

Suamico, WI

In What Ways Does Self-efficacy Influence Science Learning in Students with Disabilities?

Erin Coleman

Sparta/West Salem, WI

Impact of Brain-Body Integration Exercises on the Achievement of Preschool Students

Leah Jeanine Consier

Jewell, IA

Improving Student Achievement: Effective Repeated Reading Strategies for Struggling Readers in the Fifth Grade

Laura Ann Cowan

Onalaska, WI

Impact of Wraparound Services on Social-Emotional-Behavioral Development of Elementary Students Receiving EBD Services

Cassidee A. Crain

Sparta, WI

Impact of Guided Math on First-grade Student Achievement

Brian B. Cross

Fort Madison, IA

Aerobic Activity in Physical Education Class: Study of Student Aerobic Fitness Improvement

Jessica Ann DeMott

Pulaski, WI

The Effects of Readers Theater on Fluency Levels of Fourth-grade Students

Jason Thomas Eggert

Shawano, WI

*Effects of Hands-on Activities on Achievement of Students in a High School Technology Education Classroom***Amy Joy Eide**

Milwaukee, WI

*An Experimental Quantitative Study of the Effect of Peer Feedback on Elementary Students' Individual Reading Goals***Brittney Ann Firari**

Shawano, WI

*Comparative Effects of Guided Reading Compared and Guided Reading Plus on Reading Achievement of Third-grade Students***Allison Jean Fuelling**

Marshall, WI

*Components of an Effective Instructional Coach—Secondary Teacher Collaboration: A Sequential Exploratory Mixed-method Study***Jamie Ganske**

Altoona, WI

*Effects of School-based Mental Health on School Outcomes of High School Students***Jennifer M. Gehrke**

Ripon, WI

*Impact of Literacy Coaching on Student Achievement in Third and Fourth-graders***Katherine Marie Gilboy**

Eau Claire, WI

*Effects of Mindfulness Activities on the Well-being of Second-grade Students***Melissa S. Goers**

Shawano, WI

*The Effects of Structured Field Trips on Student Achievement in a High School Agricultural Classroom***Jacob James Grinnell**

Monroe, WI

*A Quantitative Study on the Impact Technology Has on Fourth-grade Students' Math Fact Fluency and Engagement***Rebecca June Gudelis**

Wisconsin Rapids, WI

*Impact of Growth Mindset Activities on Engagement in Second-grade Music***Lori A. Gustafson**

Clinton, WI

*Effects Reader's Theatre and Repeated Readings Have on Fluency, Comprehension, and Self-efficacy***Briana Jude Hayward**

Independence, IA

*Effect of Poetry on Improving Student Fluency Rate***Brittany W. Hedges**

Tama, IA

*The Impact Interactive Modeling Has on First-grade Student Writing Performance***Ashley Jeannine Hensley**

Eau Claire, WI

*Effects of Mindfulness Behavior Interventions on Elementary-aged Students' Perceptions of Their Behavior***Whitney Leigh Herman**

Green Bay, WI

*Impact of Multisensory Foundational Literacy Skill Instruction on Engagement and Achievement***Ryan Patrick Hermus**

Combined Locks, WI

*Empowering Student Ownership: Impacts on Academic Achievement***Heather Hocks**

Sherwood, WI

*The Relationship of Reading at Home and Reading Achievement in Kindergarten Students***Katelyn Ann Hoetschl**

Appleton, WI

*A Case Study: Social Skills and A Child with Emotional–Behavioral Disabilities***Michael R. Homan**

Shawano, WI

*The Effects of Character Education on Middle School Students' Perceptions of Classroom Climate***Brandon James Jahr**

Whitehall, WI

*Effects of Math Fact Intervention on Achievement of Sixth-grade Students***Katie Jo Yeazle Johnson**

Spooner, WI

*Effects of Mingling Warm-ups on Interpersonal Speaking Proficiency of High School Students***Shannon Johnson**

Prairie du Sac, WI

*A Mixed-methods Study of the Effect of Strategy Groups on Sixth-grade Reading Comprehension***Analise Bea Junker**

Parkersburg, IA

*Effect of Project-based Learning in Sixth-grade Social Studies***Kylie Nicole Kasten**

Reedsville, WI

*The Effect of Electronic Writing Portfolios on Third-graders' Writing Motivation and Growth***Sydney E. Kittoe**

Potosi, WI

*The Role of Mindfulness-based Interventions in a Middle School Classroom***Teagan Nicollette Kohlbeck**

Wausau, WI

*Effects of Positive Classroom Strategies on Social–Emotional Development of Young Children**Continued on next page*

Sarah Katherine Kramer

Shell Rock, IA

Effect of Station Rotation on First-grade Mathematics

Carrie Krause

Fountain City, WI

Using Blogs to Increase Student Engagement and Writing Achievement in Eighth-grade Language Arts

Jamie Lynn Kriewaldt

Clintonville, WI

Effects of Interactive Vocabulary Instruction on Vocabulary Skills of At-risk Middle School Students

Maria A. Kube

Holmen, WI

Effects of Classroom Climate on Middle School Students' Sense of Belonging and Achievement

Karen Ruth Kyer

Altoona, IA

Will Efforts Toward Increasing Reading Engagement Close the Gender Gap in Proficiency?

Tyler Jon Larson

Ankeny, IA

Developing the Confidence of Special Needs Students in a General Education Classroom

Toni J. Laufenberg

Shiocton, WI

Comparative Effects of Inclusive and Pullout Programs on Achievement of High School Students with Disabilities

Erin Elizabeth Leonard

Mineral Point, WI

The Impact of Math Journals in Elementary Math Intervention: A Mixed-methods Study

Amanda Livingston

Des Moines, IA

The Impact of Mathematics Curricula on the Achievement of Primary Students

Jacqueline A. Lutz

Eau Claire, WI

Effects of Different Methods of Implementation of Parent-Teacher Conferences on Parents' Perceptions

Kelly Marie Masche

La Crosse, WI

Direct Instruction of Social Skills: Impact on Fifth-grade Students with Exceptional Needs

Alex Eugene Mashak

Edgar, WI

Concept Instruction Versus Skill Instruction: Which Matters More in Physical Education?

Keshia Mackenzie Mashak

Edgar, WI

Impact of Technology Integration on Student Achievement in the Classroom

Kelly Marie McMahon

Holmen, WI

Impact of Workshop Method on Student Writing and Engagement in Grade Five

Daniel T. Mead

Shawano, WI

The Effects of Explicit Instruction and Practice on Multiplication Fact Fluency of Fourth-grade Students

Kelly Meinholz

Cross Plains, WI

Effects of Physical Activity Breaks on Student Engagement in the Classroom

Alyssa Jane Mussa

Franklin, WI

Effects of Explicit Academic Vocabulary Instruction on Students from Low Income Families

Suzet Nelson

Urbandale, IA

The Impact of Accountable Talk on Climate and Culture in the Sixth-grade Classroom

Bethany Jo Noble

Decorah, IA

Effect of Sight Word Writing Instruction on Sight Word Automaticity in the Reading Mode

Michelle Lynn Oesterreich

Bear Creek, WI

Using An Online Textbook and Its Impact on Students' Communication in French

Inglish Valentina Oetken

Sioux Center, IA

The Effects of Homework Used as a Formative Feedback Tool on Academic Achievement

Sammantha A. O'Gara

Hillsboro, WI

Effects of Individual Goal Setting on Academic Achievement in Third-grade Students

Sarah Elizabeth Olson

Eau Claire, WI

Effects of Implementing the Orff Approach to Teaching Music on Student Music Literacy Abilities

Missy Marie Patchen

Spooner, WI

Effects of Behavior Coaching on Elementary-aged Students' Abilities to Generalize Coping Skills into the General Education Environment

Ryan Jeremy Pezzetti

Ankeny, IA

The Impact of Attendance Barriers on Students

Michelle Elizabeth Pirman

Green Bay, WI

Increased Punctuation Instruction and Daily Feedback for First-grade Students

Nathan Pollnow

Sparta, WI

Impact of Plan, Do, Study, Act Strategies on Student Engagement in a Sixth-grade Social Studies Class

Megan E. Powell

Ready, IA

*Incorporating Multi-tiered Phonics, Phonemic Awareness, and Fluency Intervention in a Second-grade Classroom***Rebecca Katherine Pozorski**

Shawano, WI

*Effects of Mindful Meditation on Classroom Behaviors in Primary Art Classes***Logan J. Prochaska**

Fennimore, WI

*The Impact Self-confidence and Collaboration Has on Ninth-grade Students***Julie Anne Quackenbush**

West Salem, WI

*Effects of Direct Behavior Instruction on Development of Self-regulation Skills of Fourth-grade Students***Billie Ann Rengo**

Grantsburg, WI

*Effects of Guided Writing on Writing Achievement of Third-grade Students***Rachel Marie Rosso**

Chippewa Falls, WI

*Effects of Strategic Incremental Rehearsal with Orthographic Mapping on Sight Word Acquisition***Derrick J. Sands**

West Salem, WI

*Creating Curiosity in Algebra I Students: A Study in Student Performance***Gregory Carl Schams**

La Crosse, WI

*Active Citizenship Education: Effects on High School Students' Civic and Political Engagement***Stephanie Ann Schaub**

La Crosse, WI

*Effects of Number Talks with Journaling on Achievement of Fourth-grade Students***Brittany Schnobrich**

Suamico, WI

*The Impact An Active Classroom Has On Second-grade Academic Reading Achievement***Courtney Michele Schubauer**

Onalaska, WI

*Impact of Purposeful Life Skills Instruction on Behavior of Middle School Students***Abby Em Schultz**

Manistique, MI

*The Impact of Self-guided Literature Groups on Engagement of Eighth-grade Students***Kathy Lynn Schwartz**

Milwaukee, WI

*The Effects of a Buddy Program on Sight Word Achievement of First-grade Students***Kayla Marie Schwarz**

Menomonie, WI

*Impacts of Online Versus Face-to-face Discussions in a High School Marketing Class***Ryan Gregory Schwarz**

Menomonie, WI

*Comparative Effects of In-class, Blended, and Online Instruction on Achievement of High School Students***Taylor M. Semingson**

Strum, WI

*Effects of Professional Learning Community Practices on Grade-Level Teacher Collaboration***Abby Ann Seveland**

Eau Claire, WI

*Effects of Regular Mindfulness Practice Among Teachers on the Behaviors of Elementary School Students***Heather Dawn Spalding**

Colo, IA

*Classroom Data Tracking and Shared Goals: The Impact on First-grade Reading Progress and Motivation***Shawna Spann**

Waukee, IA

*Effects of Growth Mindset Lessons on Self-efficacy and Achievement in Sixth-grade Mathematics Students***Lucas James Springstroh**

Fort Atkinson, WI

*A Quantitative Study on the Impact of Math Workshop on Achievement and Motivation Among Fourth-grade Students***Sarah Steele**

Madison, WI

*A Mixed-methods Study Regarding the Impact of Screen Reading on Reading Comprehension Among Fifth-graders***Brendasue Ann Steward**

Hudson, WI

*Effects of Personalized Professional Development on Teachers' Perceptions of Professional Development***Steven Andrew Stomberg**

Shawano, WI

*Effects of Incorporating Cooperative Learning on Student Achievement in an Agriculture Education Classroom***Alissa Ann Strelka**

De Pere, WI

*Impact of Play-based Learning on Phonological Awareness Development***Nathan John Stuck**

Jewell, IA

*Oral Reading Fluency Intervention's Effects on Student Reading Comprehension**Continued on next page*

Patrick Swanson

Rice Lake, WI

Effects of Standards-based Grading on Teachers' Attitudes Toward the Grading Process

Carolyn Faye Taylor

Des Moines, IA

Impact of Implementing Writing in Eighth-grade Math on Retention of Skills and Knowledge

Kerstin Taylor

Onalaska, WI

Gifted Students' Perceptions of Cooperative Learning

Samantha Lee Tetmeyer

Cedar Falls, IA

Effect of Close Reading on Fifth-grade Nonfiction Reading Comprehension

Ann M. Timmerman

Mediapolis, IA

The Impact of a Word Study Program on Reading Fluency for Struggling Readers

Elizabeth Rogo-Turner

Milwaukee, WI

Intentional Vocabulary Instruction and the Impact on Second-graders' Comprehension Abilities

Angela Marie Van Kley

Waverly, IA

Effect of Repeated Reading on Student Oral Reading Fluency Achievement in Accuracy

Amy K. Van Schyndel

Green Bay, WI

Effect of Youth Mentoring on Chronic Absenteeism in Elementary and Middle School Students

Kurt Vandenheuvel

Mosinee, WI

Youth Leadership: Impact on Climate in Physical Education

True Vang

Eau Claire, WI

Effects of Self-directed Learning on the Engagement of Elementary Students in Physical Education Class

Lisa M. Wallin-Kapinus

Wauzeka, WI

Does the Implementation of PLCs Impact Interdependent Collaboration and Collective Inquiry

Amanda Lynn Walton

De Pere, WI

The Effect of Implementing Daily Vocabulary Instruction on Students' Reading Achievement

Jessica Marie Williams

Pardeeville, WI

Explicit Teaching of Reading Comprehension Strategies and Its Impact on Elementary Student Comprehension: A Mixed-methods Study

Erin Joy Zetes

Madison, WI

The Impact of Teacher Collaboration on Student Performance in an Elementary Mathematics Classroom: A Mixed-methods Study

Jennifer Mary Zoll

Shawano, WI

The Effects of Grouping in Physical Education on Student Engagement

Matthew G. Zoll

Shawano, WI

Effects of Inquiry-based Professional Development on Teachers' Understanding of Inquiry Practices



PAX ET BONUM

PEACE AND ALL GOOD

PAX ET BENE

PAX E BENE



VITERBO UNIVERSITY