



Real Girls Gives Students a Village, an Opportunity, and a Voice



Nick Marcou, Communications Coordinator
School District of La Crosse

Four years ago, Regan Mueller came to Northside Elementary/Coulee Montessori and asked teacher Jasmine Valentine if they could start a student program. REAL Girls — Raising and Empowering Authentic Leaders — may look like just an after school running club, but it is so much more than that.

"The purpose of REAL Girls is to invest in the lives of fourth and fifth-grade girls through mentorship, education, and running, encouraging them to be their best and calling out the leader in each of them," said parent and REAL Girls coach Regan Mueller. "REAL Girls focuses on character building, relationship building, goal setting, taking positive risks, and introduces

girls to different fitness activities like Zumba, Pilates, yoga, and more.

The club meets twice a week for ten weeks. The girls run every time they're together, building on distance, speed, and endurance. All of the training leads to a 5k race they run at the end of each season. But running is only a small piece of the puzzle.

"Another very important part of what we do each season is our community service project," said Coulee Montessori teacher Sara Jorgenson. "Year one, the girls spent time helping at the Hunger Task Force

stocking shelves and learning how an organization supports so many people who need help in our community. Year two took our service

The purpose of REAL Girls is to invest in the lives of fourth and fifth-grade girls through mentorship, education, and running ...

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Greendale Schools

Greendale Middle School student Rachel Kohl was one of two Wisconsin students to participate in the finals of the 2018-2019 National History Day contest in Maryland, competing against nearly 100 other middle school students from across the country. Rachel's project focuses on the Triangle Shirtwaist Factory Fire in New York City on March 11, 1911. The deadliest industrial fire in American history, it claimed the lives of 145 people, mostly young immigrant women who spoke no English. Working in cramped, crowded sweatshop conditions, their deaths were largely preventable.

More than a half a million middle and high school students from across the country take part in National History Day each year. This project-based contest provides students an opportunity to develop critical thinking and source analysis skills while gaining historical perspective. Students spend months researching a topic of their choice before presenting their work in one of five categories: documentary, exhibit, paper, performance, and website.

Guided by an annual theme, students are encouraged to choose a topic that matches their personal interests. The 2019 theme is Triumph & Tragedy in History. The Triangle Shirtwaist Fire was a poignant example of the theme.

Rachel chose the Triangle Shirtwaist Factory Fire as her topic because it was something she had never heard of before. She

GMS Student Represents Wisconsin at National History Day Finals



explained there were many complex social issues going on during that time period that she found fascinating, from Civil Rights to the

role women played in societal reform in the early 1900s. "Especially since they (women) were not even granted the right to vote until many years after the fire," Rachel said.

Using a variety of sources to complete her research, Rachel used political cartoons, newspapers, and photographs to learn about the tragedy.

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Renter's Insurance: Peace of Mind for a Low Price

A recent study found that millennials, especially, are renting in larger numbers than ever before, but that they are not getting renter's coverage even though it's inexpensive and can provide protection for their belongings. Although property owners are responsible for repairs to the structure in the event of most disasters, they are not responsible for tenants' belongings. It is up to renters to make sure their possessions are protected.

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This year, Education.com is proud to offer \$9,000 in prizes as part of their Limitless Learners Contest! This is an amazing opportunity for K-5 students to use creativity and potentially earn money towards college. Deadline — October 31, 2019.

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project global, partnering with Days for Girls in Uganda to increase access to menstrual care and education."

"Our last two years brought our projects back home by packing and supplying backpacks of items for children being moved into the Foster and Respite Care program of The Family and Children's Center in La Crosse," continued Jorgenson. "The service projects touch the lives of our girls by offering them a chance to give back and support others but also because some of them have had to utilize these services before."

"Our program gives these girls a voice, an opportunity to see the potential in themselves," said teacher Jasmine Valentine. "It impacts their lives by making them leaders and change makers

but also gives them the strength to go out into the world and make it better for everyone."

The club is funded through private donations allowing the girls to join the club at no cost.

"I love this club because it's really inspirational," said student Alysha Hayes. "I take things we talk about home with me. Things about life, and sisterhood, and just being there for each other. The whole thing is awesome."

[\(608\) 789-7600](http://www.lacrosseschools.org)



GMS Student Represents Wisconsin at National History Day Finals

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She utilized contemporary materials that provided modern-day perspectives on the event and how workplace regulations implemented after the fire still influence worker safety and workers' rights today. What surprised her the most of all she learned is that the Triangle owners were never held accountable for the tragedy.

"Although the owners were never legally punished for their actions (they were found not guilty of manslaughter charges), the public outcry from the fire itself sparked a movement of legislative, political, and social reform during the 20th Century," she stated.

To highlight the triumph of this historical event in her project, Rachel focused on those resulting changes to laws that both protected workers and kept them safe in the workplace. To keep workers safe, laws were

implemented ensuring that doors of factories opened outward, stairways were accessible, fire escapes sturdy and lead to the ground and that sprinkler systems were required in buildings. Rachel also identifies the struggle women have had in being treated fairly in the workplace, a struggle and tragedy that still exists today.

Rachel had a successful experience at the national competition, finishing in the top third of students presenting in her category.

Congratulations, Rachel!

[\(414\) 423-2700](http://www.greendale.k12.wi.us)



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“Wealth can only be accumulated by the earnings of industry and the savings of frugality.”

— President John Tyler



A Decade of Jo-2-Go at Mukwonago High School



*Randi Jensen and Heather Kane-Terhorst,
MHS Teachers
Mukwonago Area School District*

From humble beginnings to a newly created cafe space, Jo-2-Go, an MHS student-run coffee shop, celebrated 10 years of success this year.

In 2009, Jo-2-Go was born in Heather Kane-Terhorst's classroom. Students and staff prepped for Jo-2-Go there, measuring out single cups of hot chocolate and French vanilla cappuccino mix before hauling the drinks on

an old overhead cart to the athletic concession stand.

In the beginning, hot drinks were mixed using a hand blender, with hot water from one of three donated vintage coffee makers. Over time, the menu grew to include more flavors of hot drinks, classroom-baked muffins, and Jo Mix, a combination of seasoned pretzels and cereal.

In 2011, Jo-2-Go moved to a bigger classroom with a kitchen. This allowed students in special education Life Skills class to bake more items. As the space expanded, the menu did

too. Baking and packaging various goods and sweet treats became regular student tasks to get ready for Jo-2-Go each week. A variety of cold drinks, including iced coffee, were added to the menu to meet the desires of more customers.

After receiving a grant from the Education Foundation, new, larger coffee pots were purchased, and a contract with a vendor upgraded the cappuccino machines to serve more customers. On Thursday mornings, hundreds of students and staff would buy from Jo-2-Go.

Then in September 2018, with the new renovations at MHS, Jo-2-Go received a huge upgrade with the new cafe space.

"The new space has given us a better teaching environment for helping our students work on customer service skills in a real-world work environment," Kane-Terhorst said. "These are the skills needed for success in the world of work. . . . Providing students these supports in a safe and supportive environment will help our students be successful in life."

That is the main reason Jo-2-Go was started."

This year, another long-term goal of Jo-2-Go was achieved when it purchased an eight passenger van equipped with a wheelchair lift, which opened doors for students with mobility needs. Now students have increased access to community-based experiences! The van has been used to work on independent living and vocational skills in and around Mukwonago.

Jo-2-Go continues to work each week with the hope of purchasing another van to provide more opportunities for special education students across the district, and more opportunities for experiences in our great community.

[\(262\) 363-6300](http://www.masd.k12.wi.us)



Animals, Plants Thrive With Big Bend Student Business



*Shawn Waller, Big Bend Elementary Principal
Mukwonago Area School District*

During this past year, things bloomed at Big Bend Elementary! Room 101 became host to a variety of life, including plants, chickens, ducks, and hermit crabs.

In past years, the class planted vegetables and flowers, but this year student Cody Ahlborn wanted to take it to the next level. He applied for and won a grant from the Mukwonago Education Foundation to set up a business he dubbed "Stacy's Flower Shop." Through the grant, the classroom bought soil, seeds, and a greenhouse for the business, and the students could plant, grow, and sell the plants they produced. According to Cody, this project would allow students to "learn responsibility, respect, math skills, science skills, and budgeting."

Not only did the class have the opportunity to learn about plant life, they learned about animal life as well. In the classroom they incu-

bated, hatched, and cared for ducks and chickens. They also hosted a tank of hermit crabs.

"This project was a great community partnership," said Shawn Waller, Big Bend Elementary principal. "It allowed our students to create a business plan and put it into action. The students and staff also reached out to area businesses for supply donations."

This project based learning opportunity created excitement through the entire school. Throughout the project, many of Big Bend's students asked about the chicks and ducklings and were able to watch them grow over a four-week period.

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A Special Kind of Support



School District of Sheboygan Falls

At 17, Mary Hammarlund already has a pretty impressive resume. The junior at Sheboygan Falls High School is a member of National Honor Society, Student Council, The Talon newspaper staff, reads the daily announcements, serves on the prom committee and has won awards for academic excellence.

But getting here hasn't been easy. Mary has a form of autism formerly known as Asperger's Syndrome. Sometimes considered a less severe type of autism, individuals with this condition have normal to high intelligence and normal language development but experience difficulties with social and communication skills.

"I want everyone to know that even if it seems that I'm different, I'm really not that different from everyone else and I have a potential to succeed," said Mary, who credits much of her academic and social success to the constant support of the district's special education staff.

"I would not have been able to succeed without the strategies that they helped me come up with because certain noises and smells would cause me to have a meltdown," she explained. "I feel like if I hadn't received the support that I have, there is no way that I would be able to be involved nowadays."

Mary's involvement with the school district started at three when her mother took her in for an early childhood screening.

"She was our first child and we just thought she was stubborn and had all these rules," recalled Mary's mother, Amy Hammarlund.

If her milk carton had a picture of a

dinosaur instead of a dog, she would have a meltdown. Her cup always had to have a straw in it.

District staff referred her to the early childhood program and after two years, they diagnosed Mary with autism. At that point, she was very withdrawn and would not even respond to her name.

Staff at all three district schools worked in conjunction with her academic teachers to develop her social and communication skills. She had speech therapy and occupational therapy. Amy Hammarlund said that teachers were so responsive that they gave her support and advice during the summer when school was not in session.

"The special education department was amazing," she said. "We didn't even know what she needed."

I want everyone to know that even if it seems that I'm different, I'm really not that different from everyone else and I have a potential to succeed.

a visual schedule was notified of any loud and unexpected noises and had a toolkit she could use in the classroom.

The transition to middle school was difficult. There were new routines, noises and teachers to get used to. As time went on, however, Mary found she was able to cope on her own without always relying on the special education staff support.

"She knows how to do these things herself," Amy Hammarlund said.

Miles continued to work with Mary even after she left middle school. She was a student helper in Miles' summer school classes and has returned to the middle school

to help with Family Fun Nights, job shadow and just help in the classroom.

"From the moment I met Mary, I knew she was special," Miles said. "I'm not sure if Mary realizes that she has taught me just as much over the years as I have taught her. Despite some of the challenges Mary has had, she has so many more wonderful qualities."

Miles said Mary's "bold and fun personality" and her passion for her friends and family and causes she believes in make her an energizing presence who is always fun to be around.

"Mary has grown into an independent and fine young lady, I cannot wait to see what her future holds!" Miles added. "I know she can and will achieve any dream she has."

In addition to her academic achievements and extracurricular involvements, Mary is taking driver's education and has a part-time job at a local convenience store. She also has plans for college and a career. She wants to go into teaching and follow in the footsteps of her role model, Jodie Miles.

"I want to go into special education," Mary said. "I struggled a lot when I was younger and she helped me a lot. I hope I can be an example to others like she was an example for me."

"In addition to Mrs. Miles, there were many staff members who have gone out of their way to help me in elementary, middle and high school. I appreciate their support throughout my school career in Sheboygan Falls."

Mary also works hard to educate others about autism. Every April — National Autism Awareness Month — she gives presentations to other students and discusses her story to inform others about autism and challenge some of the misconceptions and myths that still exist.

"I remember what it felt like," she said. "It was very lonely. I hope by talking about it, I can raise awareness."

She has already made a difference to at least one student. After one of her presentations, he told his classmates that he was autistic.

A little support makes all the difference.

sheboyganfalls.k12.wi.us
(920) 467-7893



Special Needs Resources for Educators and Parents

WI FACETS

Wisconsin Family Assistance Center for Education, Training & Support ("WI FACETS") is a statewide non-profit organization, with its main office located in Milwaukee, Wisconsin. WI FACETS was founded in June 1995 by a small group of parents who had a strong desire to help other families understand the special education laws and systems.

Website: wifacets.org/

Bookshare

Bookshare, the world's largest accessible digital library for people with print and learning disabilities (such as dyslexia), provides free membership to qualified U.S. schools and students, thanks to an award from the U.S. Department of Education's Office of Special Education. Get access to more than 43,000 digital books, textbooks and teacher-recommended readings to help your child succeed and enjoy reading independently.

Website: www.bookshare.org/

Guides & Toolkits

Colorín Colorado is pleased to offer free print guides created for parents, teachers, and

anyone who wants to improve the reading achievement of children. You're welcome to download and print these guides for your own use or to distribute to others.

Website: www.colorincolorado.org/guides-toolkits

12 Skills and 5 Household Chores That Can Serve as Preparation for Future Vocation

Here are some tips for parents to help their children with special needs build skills at home that can help them find employment later on.

Website: www.friendshipcircle.org/blog/2016/02/10/12-skills-and-5-household-chores-that-can-serve-as-preparation-for-future-vocation/

The Family Center on Technology and Disability

A resource designed to support organizations and programs that work with families of children and youth with disabilities. We offer a range of information and services on the subject of assistive and instructional technologies.

Website: www.ctdinstitute.org

New FREE Resources at Your Fingertips

The school year is about to begin, and it can be overwhelming to develop or revise course curriculum and resources. When considering new quality CTE products and services for your program, your initial reaction might be “we have a limited budget for new resources.” What if I told you that you have access to more than 3,400 CTE Wisconsin standard-aligned resources from the WISELearn Resource Library for FREE? (wlresources.dpi.wi.gov)

Take a look at this interactive table of contents to find outstanding CTE resources associated with the six areas of the Wisconsin Common Career Technical Standards along with academic standards for business and marketing education. (tinyurl.com/y29hkp3p)

Here's an option for CTE instructors in search of resources related to business administration education — business, marketing, project management, work-based learning, and employability skills. A state agreement with MBA Research vastly expanded CTE instructors' access to additional free resources in these subject areas. The MBA Research Learning Center is a comprehensive learning management system for teachers and students powered by Canvas that includes instructional modules, pre-built courses, and assessments. (www.mbareresearch.org/index.php/curriculum-teaching/mba-learning-center)

Allie Holtzer, West Bend School District e0educator, has used the Learning Center. Her assessment? “The MBA Learning Center gives students a one-stop spot to get all resources that they can access from anywhere with the internet. Students can utilize it to communicate with me. They can use the calendar on it to track due dates and upcoming quizzes.”



And there's yet another free outstanding resource called State's Connection. It provides teachers with access to curriculum and instructional items, work-based learning activities, and much more! (mbastatesconnection.mbareresearch.org)

You can learn more about how to use all of these outstanding resources by viewing this webinar. Good luck in the year ahead!

Website: wlresources.dpi.wi.gov/courses/getting-started-with-wiseclearn-and-the-mba-learning-center/view

—Submitted by Tim Fandek, Marketing, Management, and Entrepreneurship Education Consultant, Wisconsin DECA Chartered Association Advisor, Career and Technical Education, Wisconsin Department of Public Instruction

Source – Wisconsin DPI

Website: dpi.wi.gov/cte/new-free-products-your-fingertips

RESOURCE CENTER

STEM Resources

Coding

Scratch

Designed by MIT students and staff in 2003, Scratch is one of the first programming languages we've seen that is created specifically for 8-to-16-year-olds. Originally a multi-platform download, Scratch is now web-based and more accessible. Students use a visual programming language made up of bricks that they drag to the workspace to animate sprites. Various types of bricks trigger loops, create variables, initiate interactivity, play sounds, and more. Teaching guides, communities and other resources available on the website will help instructors get started. You don't have to be a programming expert to introduce Scratch -- we learned right along with the students!

Website: scratch.mit.edu

Hopscotch

Hopscotch looks a lot like Scratch and uses similar controls to drag blocks into a workspace, but it only runs on the iPad and iPhones. The controls and characters are not as extensive as Scratch and Tynker, but Hopscotch is a great tool to begin helping students without coding experience learn the basics of programming, logical thinking and problem solving.

Website: www.gethopscotch.com

Cargo-Bot

Cargo-Bot is another game that teaches coding skills. On each level, the objective is to move colored crates from one place to another by programming a claw crane to move left or right, and drop or pick up. The game was actually programmed on an iPad, using a touch-based coding app called Codea, which is based on the programming language Lua.

Website: twolivesleft.com/CargoBot

CK-12

CK-12 is an online platform for students and teachers that provides information on a multitude of subjects and disciplines. The educator version of the site offers a range of math resources from elementary principles to calculus. Science categories include Earth science, biology, chemistry and physics. Using CK-12's FlexBook feature, teachers can put

together chapters from textbooks in any of these subjects to create customized lesson plans. All textbook content is free and written to comply with state standards.

Website: www.ck12.org/teacher

NASA Kids' Club

NASA provides a safe place for children to play as they learn about NASA and its missions.

On this site, you will find games of various skill levels for children pre-K through grade 4. These games support national education standards in STEM -- science, technology, engineering and mathematics.

The NASA Kids' Club Picture Show is an image gallery of some of NASA's coolest and most interesting pictures. They may be used as conversation starters or writing prompts to lead children in discussions about STEM-related topics and current events.

The Now in Space slideshow introduces

young explorers to the crew currently orbiting Earth on the International Space Station.

NASA encourages you to visit NASA Kids' Club and use its games and activities to inspire the next generation.

Website: www.nasa.gov/kidsclub/index.html

Engage Kids in Hands-on Engineering

Use DESIGN SQUAD GLOBAL hands-on activities and videos in classrooms and afterschool programs, in libraries and museums, at events and at home, along with our newest resource DESIGN SQUAD GLOBAL CLUBS that connect 10- to 13-year-olds in out-of-school programs around the world.

Website: pbskids.org/designsquad/parenteducators/index.html

STEM-Works

The tools from STEM-Works make STEM education more fun for teachers and students. With subjects like extreme weather, medical innovations, and the animal kingdom and under the sea, this online resource takes STEM beyond traditional textbook learning. Articles from a multitude of Internet resources present new information in accessible ways.

Website: stem-works.com/subjects

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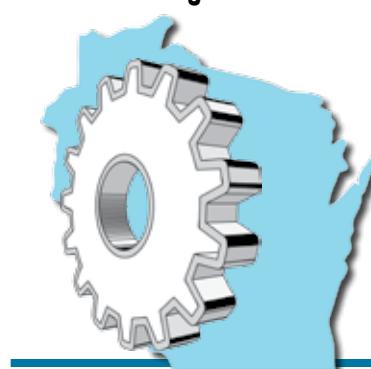
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Check out these Available Grants



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\$50 at Teachers Pay Teachers from The Meemic Foundation!

Submit your name for a \$50 grant to use exclusively with Teachers Pay Teachers on their online market of educator resources. Every resource on their website is created by teachers for all aspects of Pre-12 education. No application to complete — simply log in to your Foundation Club account and nominate yourself, a local school or educator.

Website: MeemicFoundation.org/TPT

Monthly Grant Opportunity from The Meemic Foundation!

We invite you to PopIn2Win! It's The Meemic Foundation's monthly opportunity for a valuable resource or tool that will enhance your school or classroom learning for your students! It's super-fast and easy. No application to complete. Just log in to your Foundation Club account and nominate yourself, a local school or educator to enter the current month's PopIn2Win opportunity.

Website: MeemicFoundation.org/PopIn2Win

Dudley T. Dougherty Foundation Grants

The Dudley T. Dougherty Foundation supports programs in arts, community, education, environment, health care, and peace. Recent awards were made to programs supporting high school music, leadership, and youth development.

Deadline: Applications due December 3, 2019.

Website: www.dudleydoughertyfoundation.org/submit_grant

Calvin K. Kazanjian Economics Foundation Grants

The primary focus of the Kazanjian Foundation is to increase economic literacy. It gives special attention to proposals and projects with national impact, specifically programs that:

- Raise the public's participation in economic education or create a demand for greater economic literacy.
- Apply new strategies for teaching economics, including online and web-based instruction.
- Encourage measurement of economic understanding.

- Help otherwise disenfranchised youth and young adults with children learn to participate in the economic system. Grants up to \$150,000 are awarded.

Deadline: Applications are due February 15 and September 15, annually.

Website: www.kazanjian.org/grants/apply

Webb Family Foundation Grants

The Webb Family Foundation makes grants in the areas of education; youth development; career and workforce readiness; financial literacy; entrepreneurship; science, technology, engineering, and mathematics; digital and blended learning; and youth mentorship. The foundation supports programs and projects that target underserved children and youth.

Deadline: Letters of Inquiry are accepted year-round.

Website: webbfamilyfoundation.org/learn-how-to-apply/learn

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agriculture, and the environment. Priority is given to arts-in-education programs and community education.

Grants up to \$10,000 are awarded.

Deadline: Applications accepted year-round.

Website: harrychapinfoundation.org/apply

The Japan Foundation Center for Global Partnership Grants

The Japan Foundation's Center for Global Partnership offers Education Grants for projects designed to increase awareness and understanding of Japan in the United States by addressing the needs of students and teachers in kindergarten through grade 12. Funds support teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded.

Deadline: Applications are accepted year-round.

Website: www.cgp.org/grassroots-exchange-and-education-grants

Amber Brown Grant

The Society of Children's Book Writers and Illustrators (SCBWI) offers the Amber Brown Grant to commemorate author Paula Danziger. The grant is awarded annually to one school and includes a visit by a children's book author or illustrator to encourage children and youth to read and connect them with creative influences.

Deadline: Applications are accepted November 1 through April 15, annually.

Website: www.scbwi.org/awards/grants/amber-brown-grant

Music Education Grants

The Guitar Center offers grants that support music education projects and programs. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

Deadline: Applications are accepted year-round.

Website: www.guitarcenter.com/pages/corporate-giving

Arts in Education and Sapling Grants

The Laird Norton Family Foundation offers Arts in Education and Sapling Grants that focus on children, youth, and education. Funding aims to increase and improve prekindergarten through grade 12 arts learning in US public schools.

Deadline: Information forms are accepted year-round.

Website: www.lairdnorton.org

H2O for Life Project Minigrants

The mission of H2O for Life is to improve local and global communities by engaging students as change-makers for a better world. Minigrants are intended to kick-start service-learning projects focused on the global water crisis and to benefit partner schools. Grants may be used for service-learning project expenses. Awards range from \$250 to \$500.

Deadline: Applications are accepted on a rolling basis through December 31, 2019.

Website: www.h2oforlifeschools.org/page/kickstart-your-project-with-a-grant

SCA Grants

Sony Corporation of America and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

Deadline: Requests are accepted year-round.

Website: www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html

ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

Awards range from \$500 to \$2,500.

Deadline: Applications are accepted January 16 through July 15 and July 16 through January 15, annually.

Website: captainplanetfoundation.org/grants/ecosolution

Lorrie Otto Seeds for Education Fund

The Wild Ones environmental organization annually awards small grants through the Lorrie Otto Seeds for Education (SFE) Fund. Projects must focus on appreciation for nature through the use of and teaching about native plants. Grants up to \$500 are awarded.

Deadline: Applications are due October 15, annually.

Website: wildones.org

Emeril's Culinary Garden and Teaching Kitchen Program

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. Emeril's Culinary Garden and Teaching Kitchen Program partners with qualified elementary and middle schools to inspire appreciation for food sources and understanding of nutrition and healthy eating, promote life skills, and teach culinary skills.

Deadline: Letters of Interest are accepted year-round.

Website: emeril.org/emerils-culinary-gardens/schools

School Garden Grants

Safer Brand offers School Garden Grants to schools that want to create and start a school garden. Interested schools should explain their reasoning for a school garden and how they would use the grant.

Grants of \$500 are awarded.

Deadline: Applications are accepted September 1 through December 1, annually.

Website: www.saferbrand.com/articles/how-to-start-a-school-garden

Donald Samull Classroom Herb Garden Grant

The Donald Samull Classroom Herb Garden Grants support the development of indoor and outdoor herb gardens in elementary classrooms. The society selects schools or classrooms to receive seed money to establish an indoor or outdoor herb garden.

Grants of \$200 are awarded.

Deadline: Applications are due October 1, 2019.

Website: www.herbsociety.org/explore/grants-scholarships

Continued on Page 16

Student Contests and Awards

Lexus Eco Challenge

The Lexus Eco Challenge, sponsored by Scholastic Inc., and automaker Lexus, is science, technology, engineering, and mathematics (STEM) competition about the environment that empowers middle school and high school students to create a better world. There are three challenges that teams of five to ten students and a teacher advisor may design an action plan for: (1) Land and Water, (2) Air and Climate, and (3) the Final Challenge.

The challenge is open to students in grades 6 through 12.

Deadline: Land and Water Challenge entries are due October 16, 2019. Air and Climate Challenge entries are due December 4, 2019. Final Challenge entries are accepted January 28 through March 16, 2020.

Website: www.scholastic.com/teachers/sponsored-content/lexus/home

High School and Middle School National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields. All teams first compete in regional competitions, and the regional championship teams then compete at the national event.

Deadline: Regional competition dates vary, but are typically between January and March. See the website for specific dates. The national competition will take April 25 through 29, 2019; and April 30 through May 4, 2020.

Website: science.osti.gov/wdts/nsb

Recycle Rally

Recycle Rally is a free nationwide school recycling program designed specifically for K–12 schools. It provides access to a vast array of downloadable resources and valuable incentives to inspire K–12 students and their surrounding communities to become proud and frequent recyclers. Recycle Rally offers schools the opportunity to set recycling goals, track progress toward those goals and earn reward points for each estimated plastic bottle and aluminum can recycled. The reward points can be redeemed for useful supplies or gift cards to help the school. Recycle Rally also hosts contests and promotions that offer opportunities to win additional prizes for encouraging and increasing recycling.

Website: www.pepsicorecycling.com/RecycleRally

Celebrate Earth Science Week 2019 with American Geosciences Institute's Contests

2019 Photography Contest

AGI is sponsoring a photography contest to celebrate Earth Science Week 2019. The photography theme for this year is: "Exploring Earth Science." The photography contest is open to interested persons of any age.

Deadline: Entry forms may be submitted electronically or by mail. The deadline for emailing your entry form is 5 p.m. ET, Friday, October 18, 2019. Mailed entry forms must be postmarked no later than October 18, 2019.

Website: www.earthsciweek.org/contests/photography

2019 Visual Arts Contest

Celebrate Earth Science Week 2019 with AGI's visual arts contest. Artwork should focus on the topic "Earth Science and Me." The contest is open to students in grades K–5 who are residents of the United States. Participants should submit an original 2D visual arts project that shows how the natural world is part of making art.

Deadline: All mailed submissions must be postmarked no later than Friday, October 18, 2019.

Website: www.earthsciweek.org/contests/visual-arts

2019 Essay Contest

Celebrate Earth Science Week 2019 with AGI's essay contest. Essays should focus on the theme "Why Earth Science Is for Everyone". The contest is open to students in grades 6–9 who are residents of the United States. Participants should submit an original essay up to 300 words in length, typed and formatted to fit on one page.

Deadline: All submissions must be received electronically by 5 p.m. ET, Friday, October 18, 2019.

Website: www.earthsciweek.org/contests/essay

2019 Video Contest

For Earth Science Week 2019, the American Geosciences Institute invites you to enter the "Many Paths to Earth Science" video contest. Submit a brief, 30–90 second, original video that shows how people of various backgrounds participate in geoscience. The contest is open to individuals or teams of interested persons of any age in any part of the world.

Deadline: All submissions must be received electronically by 5 p.m. ET, Friday, October 18, 2019.

Website: www.earthsciweek.org/earth-expressions

Annual 90-Second Newbery Film Festival

The 90-Second Newbery Film Festival is an annual video contest in which young filmmakers create movies that tell the entire stories of Newbery-winning books in about 90 seconds. We are now entering our ninth year!

Deadline: Deadline is January 10, 2020.

Website: 90secondnewbery.com

National Poetry Month Poster Contest

The Academy of American Poets, the originator and organizer of National Poetry Month, invites students living in the United States who are in grades 9 through 12 to enter artwork to be considered for the official April 2020 National Poetry Month poster. The poster will feature one winning student's artwork and will be sent to 100,000 libraries, schools, bookstores, and community centers nationwide and made available by download on Poets.org.

Deadline: The contest submission period opens September 1, 2019, and closes October 25, 2019, at 12:00 midnight EST.

Website: poets.org/national-poetry-month-national-poetry-month-poster-contest-students

Samsung Solve for Tomorrow

Designed to boost interest and proficiency in Science, Technology, Engineering, Art and Math (STEAM), this nationwide contest challenges public school teachers and students in grades 6–12 to show how STEAM can be applied to help improve their local community.

Deadline: Teachers submit applications from Sep. 6th–Nov. 13th. Applicants have a chance to raise up to \$600 with Samsung and citizen donor support.

Website: www.samsung.com/us/solvefortomorrow

Carton 2 Garden

Show us your students' creativity by repurposing milk and juice cartons from your school cafeteria to either build or enhance your school garden. Educators can engage students in a hands-on experience creating teachable moments on environmental stewardship, sustainable packaging and healthy living.

Important Dates:

Beginning Of School — Start Collecting Your Cartons
Wednesday, April 1, 2020 — Entries Due

Thursday, April 30, 2020 — Winners Announced

Website: carton2garden.com/contest-details/spring-2019-2020-contest

Ocean Awareness Contest

The annual Ocean Awareness Contest is a platform for young people to learn about ocean issues through art-making and creative communication, and to explore their relationship to a changing world and become advocates for positive change. Students ages 11–18 from around the world are invited to participate.

Deadline: Open for submissions in September 2019.

Website: bowseat.org/programs/ocean-awareness-contest

eCybermission Competition

eCybermission is a web-based science, technology, engineering, and math competition for students in grades 6–9. Teams of three to four students compete for state, regional and national awards while working to solve problems in their community.

Students on the winning teams will receive U.S. Series EE Savings Bonds ranging from \$500 to \$5,000.

Deadline: To receive a free STEM kit, register by November 20, 2019.

Website: www.ecybermission.com

The Discovery Award

With prizes totaling \$15,000, the Discovery Award recognizes outstanding Unsung Heroes projects by students grades 4–12. The Lowell Milken Center for Unsung Heroes Discovery Award provides students a unique opportunity to do just that: use their creative talents to research primary sources and develop outstanding projects that feature Unsung Heroes who can serve as role models and inspire others to create change.

The remarkable stories of Unsung Heroes go untold until YOU tell them. Now is your chance.

- Call for Submissions Aug 28th, 2019
- Applications due Feb 15th, 2020
- Submission Deadline Jul 1st, 2020

Website: www.lowellmilkencenter.org/competitions/discovery-award

G2 Overachievers Grant

The 2019 \$100,000 G2 Overachievers Grant will be awarded by Pilot Pen to one exceptional individual who goes beyond their everyday jobs and responsibilities to give back to their community and improve the lives of others. Entrants will need to submit 1,000 to 2,500 handwritten words expressing how they or someone they know is overachieving in this way.

Deadline: Submissions for the G2 Overachievers Grant will be accepted until December 31st, 2019.

Website: g2overachievers.com/enter

Occupation — Registered Nurse

Registered Nurse (RN)

Associate Degree in Nursing (ADN),

Bachelor of Science Degree in Nursing (BSN)

Specializations

Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through master's degree or doctorate degree preparation.

- **Infection Control Nurse** — distributes information to hospital personnel on communicable diseases and coordinates hospital infection control program.
- **Community Health Nurse** — applies nursing skills in the community by instructing individuals and families about health education and disease prevention.
- **Public Health Nurse** — applies knowledge from nursing, social science and public health to promote and protect the health of individuals, families and communities.
- **School Nurse** — contributes to the development of health plans and school health programs to protect and promote the health of students and persons who work with students.
- **Correctional/Jail Health Nurse** — contributes to the development of health plans

and programs to protect and promote the health of inmates and persons who work with inmates.

• **Occupational Health Nurse** — applies nursing skills in the work environment by caring for and offering education to employees.

• **Nurse Practitioner** — gives general care and treatment to patients and consults with physician on patient care. May specialize in particular area such as neonatal care.

• **Nurse Midwife** — delivers babies and gives medical care and treatment to pregnant mothers under supervision of an obstetrician.

• **Nurse Anesthetist** — administers anesthetics to patients as prescribed by an anesthesiologist.

Education and Training

- Students must graduate from an accredited Nursing school and receive either an Associate's Degree in Nursing (ADN), which usually takes 2 years OR a Bachelor of Science Degree in Nursing (BSN), which usually takes 4-5 years to complete.
- Curriculum might include: Nursing fundamentals, Nursing pharmacology, Nursing-health promotion, and Nursing management concepts.

- Supervised clinical experience is provided in hospital departments such as Pediatrics, Psychiatry, Maternity, and Surgery.

- All states require periodic renewal of license, which may involve continuing education.

Helpful High School Courses and Experiences

- Students should take a college preparatory curriculum.
- Helpful high school courses would include biology, chemistry and physics, anatomy & physiology, Medical Terminology, and psychology.

Advancement Opportunities

- Advancement opportunities are often broader for those who have a Bachelor's (BSN) or Master's Degree (MSN).
- Some go into teaching or research or do advanced degrees to become nurse specialists or nurse practitioners.
- All four advance practice nursing specialties —(1) Clinical Nurse Specialist, (2) Nurse Anesthetists, (3) Nurse Midwives, and (4) Nurse Practitioner require at least a Master's Degree. Most programs last about 2 years and require a BSN degree. In Wisconsin one MUST have a BSN to go on for a Master's Degree (MSN). Some

programs require at least 1 to 2 years of clinical experience as an RN for admission. Upon completion of a program, most advanced practice nurses become nationally certified in their area of specialty.

- The advanced nursing program option of Master's Degree Nurse Practitioner is transitioning into the Doctor of Nursing (DNP).

Salary

- Typical Salary Range (2014) (Wisconsin): \$50,000 to \$87,800 per year.
- Typical Salary Range (2014) (National): \$45,900 to \$98,900 per year.
- Head Nurse: Average: \$90,450
- Nurse Supervisor: Average: \$79,640

Employment Information (Wisconsin)

- Number Employed in 2012: 57,990
- Expected Employment in 2022: 65,940
- Percent Employment Growth (2012-2022): 14%
- Expected Annual Openings: 1,920

Source: Wisconsin AHEC Health Careers Information Center

Want a fulfilling career that offers **GREAT** earning potential? Get a nursing or medical imaging degree from Bellin College



Bachelor of Science degrees: Nursing • Radiologic Sciences • Diagnostic Medical Imaging

Did you know?

According to the Bureau of Labor Statistics as of May 2018:

Radiologic Technologist: Median annual wage — **\$61,240**

Diagnostic Medical Sonographer: Median annual wage — **\$67,080**

Registered Nurse: Median annual wage — **\$71,730**

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook at <https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm> (visited August 27, 2019).

Campus Preview Day Oct. 25 • Noon to 3 p.m.

Meet the admissions team, tour our campus and discover what makes Bellin College exceptional when it comes to your healthcare education! Register at www.bellincollege.edu/campuspreview.





Interview Summit Prepares Students

Oak Creek-Franklin Joint School District

On April 17, 2019, over 350 Oak Creek High School students became better prepared for future job interviews, thanks to the Career and Technical Education (CTE) Department's second annual Interview Summit.

Industry professionals from 24 different companies helped high school students enrolled in automotive, business and marketing, computer sciences, family & consumer, health sciences, and technology education courses hone their soft skills and better understand the current job market.

The goal of the annual event is to bring awareness to students about current hiring practices and opportunities while employers get a glimpse of the skills and knowledge that students have acquired through their participation in the various academic offerings in Career and Technical Education at Oak Creek High School. "This event helps students prepare for what to expect after high school," says Ms. Ricci Huber, a Business & Marketing instructor at OCHS.

"Businesses are eager and willing to assist our youth in preparing for their future career paths. Experiences like the Interview Summit create important connections between what students are learning in school

and what is required of them while preparing for careers and on the job," Huber adds.

Student feedback has been positive. In fact, student participation in this voluntary event increased by 50% from last year. "Several students are offered jobs after the summit and students are always asking, 'are we going to do this again next year?' Our answer is — Absolutely!" Huber says.

"I think it's good to have a real interview experience," says Junior Jackson Musick who interviewed with State Farm Insurance. "I will for sure do this again next year."

Junior Eva Obrknez was nervous going into her interview with Baird, "You go in so nervous but once you get talking it goes pretty smooth," Eva explains. "It was really helpful because at the end the interviewer gives you real feedback," Eva explains.

In addition to the CTE Interview Summit, The Knights CTE department has created the following academic opportunities to better prepare students for the 21st-century workforce:

- Youth Apprenticeships
- Articulated College Credit
- Internships through the Oak Creek School-Based Enterprise — Armory and Knight's Construction



The Interview Summit is a perfect example of Academic and Career Planning (ACP) working at its finest. This real-world experience aligns with the four components of Academic and Career Planning, which includes Know, Explore, Plan, and Go. The students had to understand their unique strengths and interests aligned to a particular career (Know), they developed knowledge, skills, and habits in preparation for the interview (Explore), they created a plan and practiced for their experience (Plan)

and finally they were able to navigate the world of employment through an Interview Process (Go). For more information about ACP at OCFSD visit www.ocfsd.org/ACP.

**www.ocfsd.org
(414) 768-5880**



THE 2019 TEACHING TODAY WI DREAM CAREER ESSAY CONTEST

SHARE YOUR "DREAM CAREER" WITH OUR READERS!

Submit your essays and you could win cash prizes to use towards your future "Dream Career" and have your entry featured in the pages of *Teaching Today WI*.

OPEN TO ALL WISCONSIN MIDDLE AND HIGH SCHOOL STUDENTS

High School Contest:

- \$200.00 cash prizes will be awarded to each of the six winning entries.
- \$75.00 cash prizes will be awarded to each of the six Honorable Mentions.

Middle School Contest:

- \$100.00 cash prizes will be awarded to each of the six winning entries.
- \$25.00 cash prizes will be awarded to each of the six Honorable Mentions.

High School essays are to be between 500 and 600 words in length. Middle School essays are to be between 400 and 500 words in length. A Word document or PDF is preferred. We will be featuring the winners in our Holiday Issue which will be released in mid-December. The honorable mentions will be presented in the following three issues. This contest begins on September 9th, and the deadline for submissions is December 2nd at 5:00 p.m.

Entries must include a teacher contact name, what school the student is attending, and grade.



Deadline for submissions is December 2nd at 5:00 pm! Submit your essay soon!

SEND ENTRIES TO:

dreamcareers.teachingtoday@gmail.com

For any questions please contact:

Andria – andria@teachingtodaywi.com, 715-360-4875

Renee – renee@teachingtodaywi.com, 715-839-7074

WISCONSIN'S TECHNICAL COLLEGES

love what you do >> do what you love

REQUEST OUR ANNUAL GUIDEBOOK &
POSTER TO SHARE WITH YOUR STUDENTS:
wistechcolleges.org

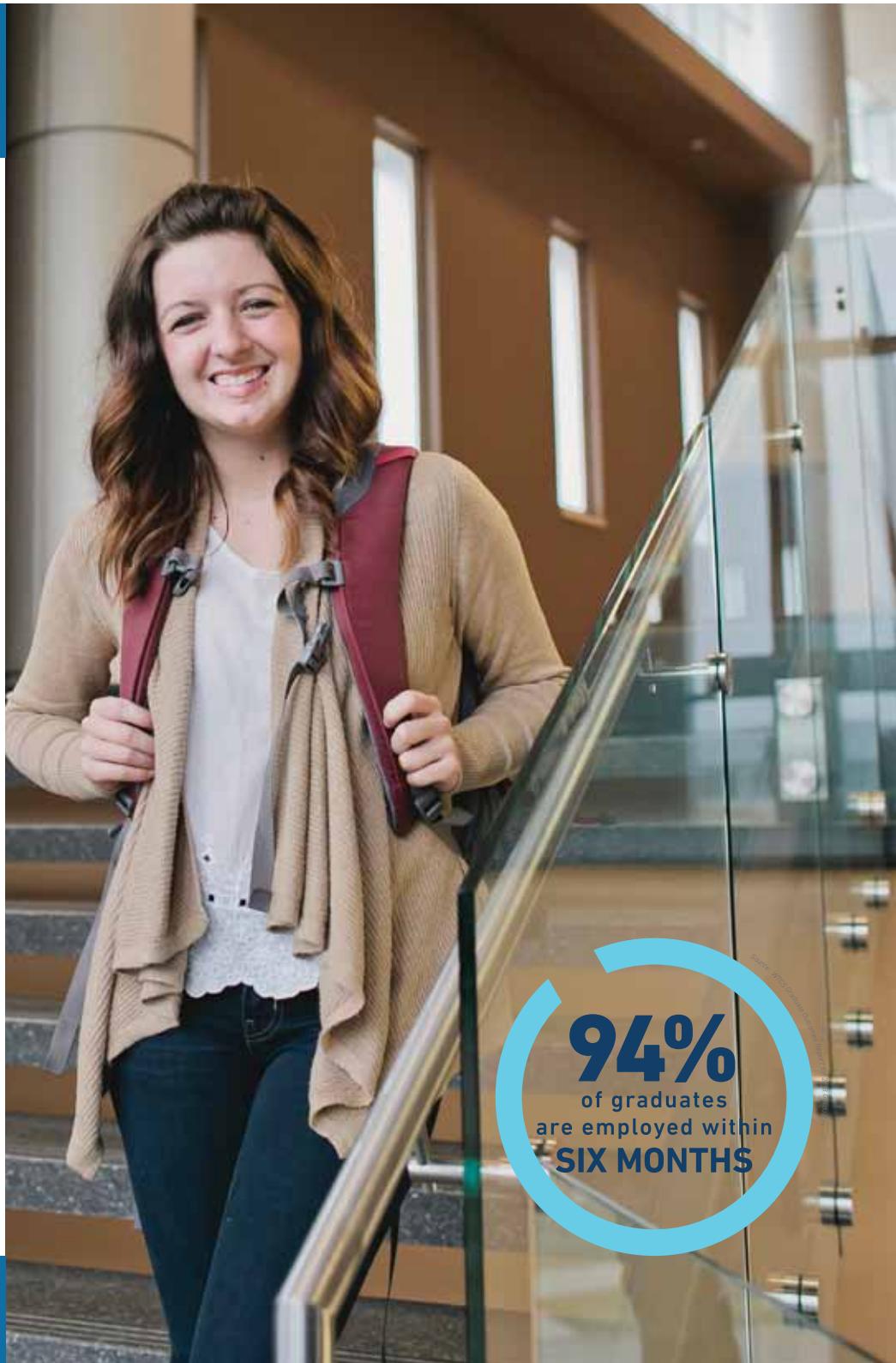


WISCONSIN TECHNICAL COLLEGES

wistechcolleges.org



STUDENTS CAN DISCOVER
THEIR INTERESTS & EXPLORE CAREERS:
wistechcolleges.org/careers



94%
of graduates
are employed within
SIX MONTHS

Source: WTEC Spring Outcomes Survey, 2016

HELP YOUR STUDENTS FIND THEIR PASSION & FULFILL THEIR POTENTIAL

Wisconsin's Technical Colleges offer everything students need to be successful, possibly even with low or no debt

- >> Students can choose from 500 programs to land on just the right career path.
- >> Flexible schedules allow students to schedule classes around responsibilities.
- >> Classes are taught by passionate, expert instructors who have done the work and maintain industry connections.
- >> Classrooms are outfitted with the latest technology to keep the lessons relevant, and to meet employers' needs.
- >> Students have skills — and the confidence to use them — thanks to the hands-on learning environment.
- >> Students that begin at a technical college take on less debt and begin earning that much sooner.
- >> Some of the fastest growing, best paying and most in-demand jobs are in sectors like health care and information technology. High-demand traditional trades also need workers such as plumbers, electricians and construction workers. Apprenticeships/trades provide outstanding stability and growth potential.
- >> Financial aid and scholarships are available to students in most degree and diploma programs at the technical colleges.





Student Scientists Address Coral Bleaching and Prepare for Science Careers

Grant from Greendale Education Foundation Offers Unique, Expanded Learning at High School

If you can't bring the students to the coral reefs, then you bring the reefs to the students. At least that's the case for some lucky science students at Greendale High School (GHS). With coral bleaching a global environmental catastrophe, science students at GHS are getting the opportunity to study the problem directly, thanks to a grant from the Greendale Education Foundation.

What Is Coral Bleaching?

Healthy corals house algae in their tissues in a symbiotic relationship. These often vividly colored algae, called zooxanthellae, provide nourishment for the coral, which protects them in return. However, when the surrounding seawater becomes too warm, too cold or too acidic, the coral becomes extremely stressed. Stressed corals often expel the zooxanthellae from their tissues, "bleaching" the coral to a shade of white and costing the coral some of its nutrition. Corals can sometimes recover from bleaching events, but not always, as many times the corals die after bleaching. Ocean warming and acidification contribute to this coral damage, robbing them of their color and taking away the habitat that so many reef dwellers need. Scientists are still learning how to prevent mass bleaching events from happening and how to help bleached corals recover.

In the summer of 2018, Dr. Stephen Levas traveled to Puerto Morelos, Mexico, to conduct research focusing on coral resistance to bleaching in the Caribbean. Upon his return, he was eager to share his experiences. His wife, a science teacher at Greendale High School, found him the perfect audience – her students! Dr. Levas was able to share his experiences and findings with her class through underwater videos, pictures, data tables and graphs — but still the question remained: how could he bring all this data to life?

Addressing the Problem

Although unable to bring the students to reefs thousands of miles away, the Levas husband-and-wife team worked out a plan to

provide GHS students with living coral reefs right in the classroom — complete with a curriculum and the tools needed to conduct research of their own. While this wasn't as expensive as flying an entire class of science students to Mexico, it still involved significant cost. Luckily, the Greendale Education Foundation was able to provide a \$3,500 grant last fall to cover the cost of aquaria, heaters, lights, sustainably farmed coral colonies, and all the scientific apparatus required to turn science students into scientists.

Students have already begun developing their research, establishing coral growth in two tanks – using one as a control tank, and raising the temperature in the other to induce thermal bleaching. Once the corals in the experimental tank are bleached, students will use microscopes and spectrophotometers to measure concentrations of coral organisms and other chemicals created by those organisms and will compare data collected from each tank. Students will also work as a class to create a hypothesis and develop experimental methods to recover the bleached coral and bring it back to a healthy state.

"What is even more exciting is that Greendale is the only high school in the nation participating in this wonderful opportunity," says Greendale High School freshman Danijela Gallo. "Since the coral reef population is decreasing, we are very lucky to have the chance to study them and learn what is causing the population decrease. I am hoping that getting this great experience will open people's eyes to this large environmental problem."

Research shows that young people's interests and future careers are influenced far earlier than previously thought. "Exposing students to an unfamiliar, yet exciting side of science will hopefully engage them so they continue to explore and consider choosing science as a career path," explains Mrs. Levas. "Many students do not realize a career in science can involve creativity, travel and flexibility." Whether or not these students ultimately choose careers in science, thanks to Dr. and Mrs. Levas and the



Greendale Education Foundation, by the end of this year they will have had a unique experience they can look back on for the rest of their lives.

Since 1998, the Greendale Education Foundation, Inc. has been committed to bringing together community support and resources to meet the needs of students, educators, families and community members. Nearly \$300,000 has been raised to fund scholarships, technology and service learning projects, among others. The Foundation offers many opportunities to support Greendale Schools through its fundraising efforts.

Are you interested in helping provide

more opportunities for Greendale students? Contact the Greendale Education Foundation at foundation@greendale.k12.wi.us or visit greendalefoundation.org.

Reprinted with permission from Greendale's Life in the Village magazine.

**www.greendale.k12.wi.us
(414) 423-2700**



U.S. DEPARTMENT OF EDUCATION



U.S. Department of Education Green Ribbon Schools and District Sustainability Award

How to Apply

Wisconsin participates in the U.S. Department of Education Green Ribbon Schools (ED-GRS) program. Schools that wish to be considered for the nomination must submit the online application by December 1 each year.

Schools (public/charter, private/independent) and Early Learning Institutions are eligible to apply for ED-GRS. School districts may also use this application to be considered for the U.S. Department of Education's District Sustainability Award—simply use the same application, but answer the questions from a district perspective.

The online application tool is designed to document achievement as well

as provide additional ideas for implementation. Both quantitative and qualitative questions will help share your school's story. You can work on the application over time and not all questions need to be answered. The information you provide on the online application will demonstrate your school's progress and achievements. Applicants must demonstrate achievement in all nine areas to be considered for ED-GRS nomination. Unless your school is nominated for ED-GRS, the information you provide will not be displayed publicly.

Website:

greenhealthyschools.fluidreview.com

Questions? Contact Victoria Rydberg at victoria.rydberg@dpi.wi.gov or 608-266-0419.





Reading Buddies Support Literacy with Greendale Students



Greendale Schools

Ask a Greendale Schools' second grader about one thing he or she enjoyed during first grade and, most likely, he or she will respond "Reading Buddies!" Reading Buddies is a weekly adult volunteer program that supports literacy in the schools.

Each adult, community-volunteer Reading Buddy spends 20 minutes one-on-one with two to three children each week during the school year offering support in reading and comprehension. The buddies help students

connect what they read to oral discussion and the written word and help each child create a reading journal. The students take their journals and books home, read the book to a family member, and write or draw about their book in the journal. Often the volunteer and parent carry on a written conversation about the student's progress in the journal. At the end of the year, students keep their journals as a record of the progress made in reading.

First graders across the District look forward to their 20 minutes every week. The

reading "grandma" or "grandpa" — as the kids sometimes call them — are excited to read with the kids and thrilled to listen when a child is reading increasingly complex books over the school year. Well after students have been promoted from first grade, their love of reading and the relationship with a community member endures.

Program Beginnings

Reading Buddies began in the late 1990s with an idea shared by the then Highland View School principal, the first grade teachers, and Dee Dixon, a retired Greendale Middle School teacher. The group met to discuss the development of a volunteer program to help all first graders with reading. During those conversations, a second goal emerged: to connect empty-nester residents with the schools. The program launched at Highland View and spread to Canterbury and College Park Elementary Schools within the year.

The Reading Buddies themselves bring a wide range of experience to the students. Volunteers have included the retired superintendent of schools, many retired teachers, the retired chairperson of the Greendale math department, teacher aides, grandparents, former parents who appreciated the effort teachers made for their own child(ren), other men and women, and avid readers who understand the joy in, and importance of, reading.

The program runs on a core group of weekly volunteers, but it also depends on a number of substitutes who can come to replace a regular buddy either on short notice or for a planned absence. In all, more than 50 people serve this important intergenerational program in Greendale Schools, fostering a love of reading in students and supporting the reading

curriculum. The group is trained by the District each year to be sure buddies use the same words and ideas with students as their teachers use during classroom instruction.

Retiring From Service

Since those first conversations, Dee Dixon has been the coordinator of the Reading Buddies program. She has spent countless hours with a team of volunteers creating buddy bags and stuffing folders for students, shopping for supplies, and seeking financial assistance from community groups like Greendale Youth Football, the Greendale Women's Club, and the Greendale Education Foundation, all of which have provided important funds to the program. After 20 years of service, Dee retired from her coordinator role at the end of the 2018–2019 school year.

"We have been so fortunate to have Dee manage this program for our students for so long," says Dr. Gary Kiltz, superintendent of Greendale Schools.

"Her passion for literacy and her hard work have helped to create a generation of life-long readers and a program that will stand the test of time to support literacy in Greendale Schools."

The important work of these community members continues. Want to learn more and become a Reading Buddy? Contact the School District Office at (414) 423-2700.

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www.greendale.k12.wi.us
(414) 423-2700



Trauma Invested Practices in Wisconsin A Three-Part Series

Hilton Garden Inn, Sun Prairie, Wisconsin

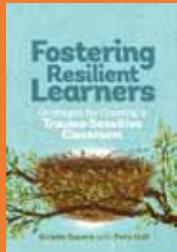
Sept. 18, Oct. 24, Nov. 12, 2019

8:30 am – 3:30 pm (Registration 8:00 am)

Continental Breakfast and Lunch Provided

Led by Kristin Souers and Pete Hall, this workshop series will explore an urgent and growing issue: Childhood trauma and its profound effect on learning and teaching.

Title II, Title IV, and DOJ Safety and Trauma Grant money can be used for this training, per DPI



For detailed information, prices, registration: wascd.org



Kohl's Brings the Milwaukee Public Museum to You!



The Milwaukee Public Museum is known for being one of Wisconsin's premier field trip destinations, a place to inspire students and bring your lesson plans to life. Yet, sometimes, schools can't get to downtown Milwaukee to view the Museum's exhibits and collections due to distance, schedule, transportation or other reasons.

With that in mind, the Milwaukee Public Museum and Kohl's Cares teamed up to create a new and exciting education outreach

program that would bring the Museum out into schools and broaden the impact that MPM has across Wisconsin.

"As Wisconsin's natural history museum, it is important that we meet people where they are, and we're extremely grateful to Kohl's Cares for allowing us to serve communities throughout the state," said Meghan Schopp, MPM's Director of Education. "We understand that there may be barriers for many to visit the Museum, whether it be time,

money or distance, and the MPM and Kohl's on the Move program allows us to get out of the Museum and inspire curiosity in a way we haven't been able to before."

MPM and Kohl's on the Move brings the Museum's hands-on programming, led by experienced MPM educators, and can be adapted for all grades and ages. Programs include:

- **Get Wild in Wisconsin** — Explore the rich variety of plants and animals that populate our state. Find out why they're so important and learn ways to protect Wisconsin's habitats and biodiversity.
- **The Beautiful World of Butterflies** — Butterflies may be beautiful, but that's not why they're important! Learn about the residents of MPM's Butterfly Vivarium while we get up close and personal with these fascinating animals.
- **Wisconsin Rocks!** — Discover how Wisconsin's landscape has evolved over millions of years and what geology can tell us about our state's past.
- **Mummies Mania** — Explore the mysteries of mummies as we learn how and why ancient Egyptians mummified their dead.
- **Digging up Discoveries** — Enter the mind of an archaeologist! Learn what clues scientists use when analyzing arti-

facts and what found objects can tell us about a culture.

- **All Things Space** — Investigate our corner of space and beyond! Learn how our understanding of the universe has changed through the years.
- **Dinosaur Hunt** — Take a trip back in time to the Mesozoic Era, where we'll learn all about dinosaurs and the scientists who study them!

The traveling Museum programming will be like nothing like your students have ever experienced before, allowing them to interact with and learn from authentic artifacts, objects and specimens. It's that interaction that makes the program rewarding and fun for those who regularly visit MPM, too.

"The most frequent question I'm asked is, 'Are these things real?'" said Maisie Buntin, MPM's Outreach Coordinator. "There's just something powerful about holding, for example, a 65-million-year-old dinosaur fossil. Even our youngest participants understand, on some level, the weight of an object's history. It's why, whether onsite or offsite, MPM values object-based learning and hands-on activities. It's a compelling experience that can't be replicated."

To learn more about MPM and Kohl's on the Move, go to www.mpm.edu/outreach.

Grants

Continued from Page 8

Toshiba America Grant Program for 6-12 Science and Mathematics Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects.

Deadline: Requests for grants less than \$5,000 are due March 1, June 1, September 1, and December 1, annually. Requests for grants of more than \$5,000 are due May 1 and November 1, annually.

Website: www.toshiba.com/taf/612.jsp

Cyberlearning for Work at the Human-Technology Frontier

The Cyberlearning for Work at the Human-Technology Frontier program supports learning technology research that integrates

both learning and technological goals to enable radical improvements in learning within educational and work environments.

Deadline: Applications are due January 13, 2020 and the second Monday in January, annually thereafter.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=504984

Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

Most awards range from \$5,000 to \$50,000.

Deadline: Applications are accepted year-round.

Website: saxenafoundation.com/guidelines

Verizon Foundation Grants

The Verizon Foundation supports kindergarten through grade 12 education in science, education, technology, and mathematics (STEM); and domestic violence education and prevention for youth, women, and older adults. In STEM education, funding supports activities such as summer or after-school programs, teacher training, and research on improving learning in STEM areas through use of technology.

Deadline: Applications are accepted year-round.

Website: www.verizon.com/about/responsibility/grant-requirements

STEAM Educator Grants

The National Society of High School Scholars (NSHSS) offers STEAM Educator Grants that support science, technology, engineering, arts, and mathematics (STEAM) activities; innovation; and classroom excellence. Grants may be used for supplies, materials, field trips, and other resources that enhance STEAM teaching and learning.

Grants of \$1,000 are awarded.

Deadline: Applications are accepted September 1 through October 15, 2019.

Website: www.nshss.org/educators/grants

American Honda Foundation Education Grants

The American Honda Foundation supports education with a specific focus on the areas of science, technology, engineering, and mathematics (STEM); the environment; job training; and literacy.

Awards range from \$20,000 to \$75,000 over a one-year period.

Deadline: For new applicants, applications are due February 1 and August 1, annually.

For returning applicants, applications are due May 1, annually.

Website: www.honda.com/community/applying-for-a-grant

Wireless, STEM, and Radio Technology Education Project Grants

The Alfred E. Friend, Jr., W4CF, Educational Activities Fund provides annual grants for educational programs and activities of amateur radio organizations, with special emphasis on projects involving youth and teacher development.

Awards range from \$1,000 to \$3,000.

Deadline: Applications are due October 1, annually.

Website: www.arrl.org/arrl-foundation-special-funds



Long Distance Elementary Friends



Tracy Hendrickson, Director of Amery Community Education & Communications
School District of Amery

What happens when students from rural Amery, Wisconsin become pen pals with students from urban Washington D.C.? They become "long-distance" friends!

The project began in February when Amery Kindergarten teacher Mrs. JoNell Leadholm (AHS Class of 1977) visited her

daughter Ms. Erika Leadholm (AHS Class of 2005) and her second grade class at Malcolm X Elementary in Washington D.C. Together, the Leadholm teachers read the book 'Dear Dragon' by Josh Funk to the second graders. 'Dear Dragon' is a story about two classes of students (who are very different from each other) who become pen pals and eventually become friends. The D.C. students each wrote a letter to a student in the Amery Kindergarten

class to begin the pen pal process. They wrote about their families, their favorite colors and games, and they asked questions. The Amery students answered their letters and asked questions of their own.

The students met, face-to-face, for the first time in mid-May. They were so excited to be able to talk directly with each other and to ask questions that they had been waiting to ask since their last letters arrived.

What did they discover? That they are more alike than they are different.

Several letters and postcards have gone back and forth with Ms. Leadholm personally delivering her second graders' letters to Amery in April. Before meeting their pen pals via FaceTime in May, students in each of the classes drew pictures of what they imagined their pen pals would look like. They listed things they knew about their pen pals from letters they had written and thought of questions to ask face-to-face.

For the students, having a pen pal has given purpose to their writing. They want to ask questions and ask for help in spelling words. They take more time to write neatly, making sure their pen pal will be able to read it. When they get a letter, they can hardly wait to answer. The pen pal exchange has developed an awareness of others. Ms. Leadholm says of her D.C. students, "When they are proud of some work or a project they have

completed, they say 'we should send this to our pen pals in Wisconsin'!"

The students have also gained a better understanding of how others live. They have learned that even though there are differences, they still love to do many of the same things. Catherine, in Mrs. Leadholm's Kindergarten class said, "I want to go to her house but I don't know where her house is. I like that she likes to play tag!" Sawyer says of his pen pal, Nigel, "I like that we both like to play basketball."

The students in the two classes continued to exchange letters and send videos of their schools and neighborhoods to each other. Mrs. Leadholm's Amery class shared pictures of their recent visit to the Kuhl's farm. Ms. Leadholm's Washington D.C. class shared how they take the Metro (train) to go on their field trips. One of Ms. Leadholm's students summed it up, "It's okay to be different because you can still be their friend!"

There just might be a box of Wisconsin cheese arriving at Malcolm X Elementary School in Washington D.C.

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HACKAppleton Teams from KHS Bring Home Second and Third Place



Nicole Noonan
Marketing and Community Coordinator
Kimberly Area School District

A team from Kimberly High School (KHS) brought home second place at the HACKAppleton student competition. Students Sam Haase, JeanMarie Lorentz, Courtney Quesnell, Tatum Schwobe and Ethan Sommer collaborated to create a technological feature that a business could use to enhance their operations. Another KHS team, comprised of Jacob Farrell, Ethan Newlin and Issac Yang, earned third place at the competition.

During the six-hour hackathon event, competitors had to develop a program for a business

scenario. Teams had to create a project proposal that described their solution and goals for the business. Students also had to code a portion of their proposed project. Throughout the competition, students could ask for advice from the many local, national and international experts in attendance.

The second place KHS team chose Kwik Trip as their business to work on. The team divided up the work with Haase, Lorentz, Schwobe and Quesnell taking one aspect of the project. Sommer created a second program that was incorporated into the first one. "Our idea is a way to search for Kwik Trips based on what items you are looking for," said Sam Haase. "We created an app that lets you create an online order for the food that you want from Kwik Trip. It would tell you when it was ready and where to park as well."

At the event, the students learned what a hackathon is, how to work with problem statements and a bit about the technologies they

were going to use. "It uses a database on the backend that holds all the information and the database can be queried through an API (application programming interface) that the frontend website uses," said Haase. "We did this using just JavaScript."

After the winners were announced, the top three teams gave a five-minute presentation of their projects to the attendees. "We got to meet many other people from other schools and people that have made a living out of this," said Haase. "As a school, we aren't seen for our computer program, but I think that it's important that we show that not only do we have athletics but we also are able to learn and use that knowledge in the real world."

Another aspect that Haase mentioned is how there are fewer women in the coding world than men. "As a team, we decided that we would change that, four of us were girls," said Haase. Matt Hoh, a computer science teacher at Kimberly High School, believes there were about half a dozen female students competing at the hackathon and that four of them were on this KHS team. "Overall in IT related fields, there is a drive to get more female participation, and the fact that Kimberly was represented so well by a group with many females is a step in the right direction for growing an interest here at Kimberly High School and hopefully around the Fox Valley," said Hoh.

All five members of the second place team are taking Advanced Placement Computer Science Principals. "It is outstanding that we had two groups of students willing to take a risk and try the hackathon, and they were rewarded for their efforts by placing very high in the competition," said Hoh. "We went just to have a good time and hang out with friends. We made plans to celebrate a loss with Panera afterwards," said Haase. "What we didn't expect, though, was winning."

HACKAppleton is organized by the Appleton Youth Education Initiative, a student-driven non-profit organization, and Microsoft. This hackathon was open to anyone enrolled in a Wisconsin middle or high school. The speaker presentations at the end of the event were open to members of the public.

Event sponsors covered the cost so there was no charge to the students to participate. This event provided students interested in computer science with an opportunity to experience working with a team, developing technical practice and a chance to engage with local and international leaders in technology.

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2019 Principals of the Year Recognized

State Superintendent Carolyn Stanford Taylor and Association of Wisconsin School Administrators Executive Director Jim Lynch recognized three Wisconsin principals for their excellence in school leadership.

Wisconsin's 2019 Principals of the Year are Michele Trawicki, principal of Marcy Elementary School in Menomonee Falls (Hamilton School District); Ty Breitlow, principal at Chilton High School; and Kathleen Westrich, assistant principal at Ronald Reagan High School, Milwaukee Public Schools.

"Effective school principals are leaders who impact students and communities, long-term," Stanford Taylor said. "Congratulations to our 2019 Principals of the Year, Michelle Trawicki, Ty Breitlow, and Kathleen Westrich, on your skills, hard work, and dedication to the success of your students, schools, and communities."

"Michele Trawicki, Kathleen Westrich, and Ty Breitlow embody the work ethic, character and determination school leaders use to positively impact student success," Lynch said. "They are excellent representatives of this noble profession."

The 2019 Elementary and Secondary Principals of the Year were among 12 public school educators who received Leadership Awards from the Herb Kohl Educational Foundation earlier this spring. Criteria for

being chosen to represent the state's school principals and assistant or associate principals include setting high standards for instruction, achievement, and character and creating a climate to best serve students, families, staff, and community. Major support comes from the Meemic Insurance Company. "They are great partners in recognizing exemplary educational leadership," Lynch said.

Elementary Principal of the Year



For more than ten years, Michele Trawicki has worked with staff to make sure students, parents, volunteers, and visitors immediately recognize the strength of the Marcy Elementary School community from the moment they enter the building. Breaking down barriers to form a more inclusive school community begins each morning when Trawicki greets students as they get off buses. She ends her day wishing students well as they board their cars in the family pick-up area.

Trawicki serves as a model for growth and empathy, cultivating a team of teacher leaders and learners who partner with fami-



Michele Trawicki, principal of Marcy Elementary School in Menomonee Falls

lies, always holding students at the center. She states, "I have made it a personal rule to never ask my staff to do something that I am not willing to do, and I never assume that I have the only solution." A central tenet of her school's climate and culture grows from the expectation that as educators, they are continually growing together, while building meaningful relationships with students and parents.

Trawicki believes that "at Marcy, we give a new meaning to the term family, and we have cultivated a team of teacher learners that lead by example." Meetings and professional development opportunities are crafted based on educators' feedback and best practices. Learning opportunities are offered throughout the year, many of them even shared with

Continued on Page 21



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2019 Principals of the Year Recognized Continued from Page 20

parents through the Marcy Connects PTO meetings and school conferences.

The concept of shared leadership drives much of the success Marcy Elementary has achieved under Trawicki's direction. High student achievement and staff career satisfaction are among the results.

Shared leadership also establishes the opportunity for Trawicki to serve as a true instructional leader. She meets with collaborative teams for purposes ranging from examining data to addressing students' individual social and academic needs. Trawicki knows her teachers well, and strives to know all of the students in the building and their families. Students and parents receive notes or postcards from her, celebrating new achievements or for trying new ideas.

Trawicki holds a Bachelor of Science in elementary education, and a master's degree in educational leadership. Prior to her position in the Hamilton School District, she was principal at Tonawanda Elementary in the Elmbrook School District.

**www.hamilton.k12.wi.us
(262) 246-1973**

Secondary Principal of the Year



Ty Breitlow's experiences and accomplishments demonstrate that a positive school culture can turn challenges into growth and literally save lives. When

Breitlow himself was in seventh grade, his father, an associate principal, was murdered at gunpoint. School community members "wrapped their arms around me and my family," Breitlow says, and are "the reason I am not dead or in jail."

Now, Breitlow fosters an environment of respect and empowerment at Chilton High School, influencing many students' lives. Fostering staff leadership and professionalism, Breitlow has built what a colleague called "a culture of cohesion and empowerment for both his students and staff." The school under Breitlow's leadership pulls together as one team and has enacted a wide swath of improvements and innovations. Students take advantage of scores of post-secondary credits, new work-based learning opportunities, and expanded advanced placement offerings. Those who earn a Certified Nursing Assistant certification typically get a guaranteed job after graduation.

Breitlow's passion for networking and lifelong learning help him guide staff in incorporating powerful new approaches to improve reading instruction, lift up struggling learners, and meet



Ty Breitlow, principal of Chilton High School

the unique needs of students with disabilities. He is active in community organizations. Breitlow has secured grants to support the arts, technology integration, and mental health. The school boosts students' well-being through new offerings including mental health therapy and student groups focused on suicide prevention, ninth-grade transitions, and inclusion of students who identify as lesbian, gay, bisexual, or transgender.

The new features are working: students have dramatically improved their scores on assessments of achievement, and equity in achievement is increasing. Morale and collaboration are reportedly higher than ever among staff. A parent and school board member wrote in Breitlow's application that students line up in hallways and sporting events to engage with their "caring, patient, and nonjudgmental" principal.

Breitlow holds a Bachelor of Science in teaching, a mentoring certificate, a master's degree in education leadership, and he is also pursuing his superintendent's license. Prior to his position in Chilton, he was Dean of Students at Arrowhead South High School.

**www.chilton.k12.wi.us
(920) 849-8109**

Assistant Principal of the Year



Listening empathically to students and staff, allowing their voices to contribute to decisions, and advocating for their needs at the school level are hallmarks of Kathleen Westrich's leadership as an assistant principal at Ronald Reagan High School.

Westrich has captained numerous initiatives, including the school's ACT Preparation work. By listening to staff as well as observing classrooms and team meetings to understand her colleagues' strengths and challenges, Westrich



Kathleen Westrich, assistant principal of Ronald Reagan High School

fostered a "positive culture around the ACT." The school's composite ACT scores are now showing steady improvement, and observable achievement gaps have begun to shrink.

When coordinating the ninth grade Failure Prevention Program, Westrich met individually with every single failing freshman, held weekly discussions with teachers, and ultimately instituted sessions after school where struggling students focused on work and received tutoring. In just six weeks, the rate of ninth graders failing at least one class dropped from 66 percent to less than 10 percent.

In leadership capacities such as leading the School Improvement Plan, serving as lead administrator for staff Educator Effectiveness reviews, and planning teacher professional development, Westrich is praised for ensuring that processes retain a clear, meaningful connection to their intended purpose: helping students succeed. Westrich analyzes data for insights to support success and equity for students, and provides guides so colleagues can similarly benefit from data. Westrich uses technology for innovative purposes such as measuring the connection between after-school resource time and academic success.

Westrich is "always available to students," a current sophomore wrote in a letter supporting her application. "She is very supportive with my coursework" and "reviews our practice test data all the time" to help students identify and improve on weak spots. Westrich also responds to the diverse needs of families: for example, by rescheduling the Parent Nights she had planned in order to accommodate various work schedules.

Westrich holds a bachelor's degree and master's degrees. She is a National Board Certified Teacher.

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Four Educators Named Wisconsin Teachers of the Year

Herb Kohl Educational Foundation gives \$3,000 to each honoree



"It's such an honor to recognize four educators who help students connect with successful paths in the world," said State Superintendent Carolyn Stanford Taylor in congratulating Wisconsin's 2020 Teachers of the Year.

This year, four educators have been

chosen to represent Wisconsin's teaching corps as Teachers of the Year during the 2019-20 school year. Each will receive \$3,000 from the Herb Kohl Educational Foundation. The four educators are: Chelsea Miller of Jefferson, an art teacher at Sullivan and West elementary schools in the Jefferson School District,

Elementary School Teacher of the Year; Erin McCarthy of Milwaukee, an eighth-grade social studies teacher at Greendale Middle School, Middle School Teacher of the Year; Chad Sperzel-Wuchterl of Milwaukee, an art teacher at Reagan High School in Milwaukee Public Schools, the High School Teacher of the Year; and Bawaajigekwe Andrea DeBunzie of Washburn, a special education teacher at Ashland Middle and Lake Superior Elementary schools in the Ashland School District, Special Services Teacher of the Year. Stanford Taylor notified each of the teachers of the honor during surprise announcements in their school districts.

Selection of the four Teachers of the Year is through a statewide committee made up of educators, parents, and community leaders. The panel reviews applications from the 86 public school recipients of the Kohl Teacher Fellowship who were named earlier this spring. Teacher Fellowship recipients are nominated and selected based on their ability to inspire a love of learning in their students, ability to motivate others, and their leadership and service within and outside the classroom.

"Our Teachers of the Year represent the thousands of dedicated educators in Wisconsin

who take on multiple roles to help our students succeed," Stanford Taylor said. "Teachers lay the foundation for our next generation so they can contribute and lead in the future."

"Our teachers work so hard to inspire young people and help them become the leaders of tomorrow. I am honored to support the Teacher of the Year program to recognize our teachers' efforts and support their unrealized goals for their classroom, their school, or their professional development," said Herb Kohl, philanthropist and businessman who co-sponsors the Wisconsin Teacher of the Year program through his foundation.

Each of the Teachers of the Year will be honored during Stanford Taylor's State of Education address and awards program at the State Capitol in Madison Sept. 19. The Teachers of the Year will interview with a committee that will select one of the four to represent Wisconsin in the National Teacher of the Year program. That individual will receive an additional \$6,000 from the Herb Kohl Educational Foundation.

Source – Wisconsin DPI press release

Watch for information about each Teacher of the Year in the following issue of TTWI.

Herb Kohl Foundation

Teacher Fellowship Nominations Now Open

Herb Kohl Educational Foundation 2020 Fellowship nominations are now being accepted at www.kohleducation.org for Wisconsin PK-12 educators. One hundred Wisconsin educators will be recognized for their excellence and innovation in the classroom and receive a \$6,000 grant. Recipients' schools will receive a matching \$6,000 grant. **Nomination deadline is October 8, 2019.**

To be eligible to compete for a fellowship, teachers must be nominated by a parent, teacher, student, community member, or school district administrator. Because the purpose of this program is to recognize the contributions of Wisconsin classroom teachers, those staff members whose assignments are administrative or supervisory are ineligible. Nominees must have daily face-to-face contact with students. Classroom teachers in Pre-K through Grade 12 who plan to continue teaching in their current capacity for at least one year are eligible for nomination. Teachers in special services, such as reading resource teachers, speech therapists, guidance counselors, and instructional media personnel, gifted and talented teachers, instructional resource or interventionist, school psychologist, school nurse or school social worker are also eligible.

Herb Kohl Foundation

Principal/School Administrator Nominations Now Open

Wisconsin PK-12 Principal/School Administrator nominations for the 2020 Herb Kohl Educational Foundation Leadership Award are now being accepted at www.kohleducation.org. Each recipient will receive a grant of \$6,000. A matching \$6,000 grant is awarded to each recipient's school. **Nomination deadline is October 8, 2019.** For principals and school administrators to be eligible, they must be nominated by a parent, student, teacher, community member, or other school principal or administrator.

"Wisconsin principals and school administrators provide the outstanding leadership that drives success for our students and teachers," said Herb Kohl. "In recognizing them, we aim to highlight their efforts and the best practices for school leadership."

Herb Kohl Foundation Awards



Herb Kohl

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Herb Kohl Teacher Fellowship and Principal Leadership Awards recognize excellence and innovation in PK-12 Wisconsin schools. Nominations accepted through October 8, 2019 for 2020 grants of \$6,000 to recipients and matching grants to their schools.

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Featuring Keynote Speaker **Shelley Moore** on October 14th - Originally from Edmonton, and now based in Vancouver, British Columbia, Shelley Moore is a highly sought after teacher, researcher, speaker and storyteller and has worked with school districts and community organizations throughout both Canada and the United States. Her research and work has been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum and teacher professional development. Her first book entitled, "One Without the Other" was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in Special Education at the University of Alberta, her masters at Simon Fraser University, and is currently a SSHRC funded PhD candidate at the University of British Columbia.

On October 15th Featured Speaker **Tasha Schuh**: Tasha Schuh is an inspiration and hope for all who face life's greatest challenges. Tasha's life changed dramatically when she was 16 years old; she was in a theater accident that left her paralyzed from the chest down. Today she has accomplished more than she could have ever dreamed. She has been the winner of numerous awards including The National Rehabilitation Champion Award and The Hometown Hero Award. In addition to authoring the books *My Last Step Backward* and *My Next Move Forward*.

Additionally on October 15th we will again be partnering with DPI for workshops targeted to teachers at all levels of experiences. Watch our webpage and DPI updates for more information in the coming months.

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Reaching High Expectations: Success for All.

This premier conference with a UDL lens is a great way to connect with colleagues engaging in meeting the full range of learner variability. From the context of the learning environment, to lesson design, and the foundation mindset needed to connect every student to learning, this conference will meet a wide range of professional learning needs.

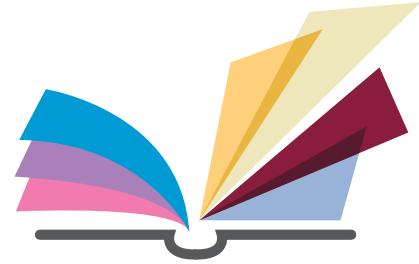
This premier UDL conference will also feature an AssistiveTechnology component with CAST Assistive Technology Expert **Luis Perez** and Featured Speaker **Niel Albero** and **Bridget Gilormini MST-SLP, AST!**

LeRoy Butler will also join us as guest featured speaker. LeRoy will share his message *From Wheel Chair to Lambeau Leap!*

February 20 - 21, 2020

Transition Conference theme is Opening the Door

Will feature **LeRoy Butler**, former Green Bay Packer, with his message of "from wheel chair to Lambeau Leap, as one of the guest Keynote Speakers! We invite participants to imagine, learn and connect with others share their learned experiences, evidence-based practices, advocacy, and/or resources for transition age youth receiving services.



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Questions?
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