

TEACHING TODAY WI™

Winter 2017–18, Volume 1

CELEBRATING 20 YEARS AS YOUR EDUCATION CONNECTION

Bruce Brings Christmas Cheer



Bruce Public Schools, Bruce WI

Most people can't find Bruce on a map, but Santa knows where it is. For nearly 25 years he's visited the tiny Rusk County village (population 779) to oversee their Children's Holiday Gift Shop.

Started in the early 1990s by Bruce Public Schools' parent/teacher group, this program has grown into an event that now brings in year-round donations, and includes nearly 40 community volunteers. Local resident, Mary Arts, coordinates the project, which this year provided over 1,200 gifts for 4K–8th grade students to put under their trees. Mrs. Arts says the event is a highlight for all involved. She organizes all the gifts at her home. Her collections now fill two, full-size cargo trailers.

The evening before the event volunteers

set up tables, display gifts, prepare wrapping supplies, and build a mountain of empty cardboard boxes. When the event is underway, the projects takes up more than half of a gym. In the early years, there were only a handful of volunteers, a few presents, and a bunch of rickety tables. Books and concrete blocks were used to elevate the giftwrapping tables so workers didn't have to strain their backs bending over for hours at a time during the day-long event.

Staff custodians have since built removable leg extensions to use specifically for the gift shop.

For a \$5.00 donation children are allowed to select four gifts, which are then boxed, wrapped, tagged, and delivered back the students' classroom. In a corner of the shopping area is a station for visiting with Santa. It includes colorful lights and a fully-decorated Christmas tree. After the shopping day is finished the tree is boxed up, decorations and all, and donated to a local family.

Many financial donations have been made to the program. No child is turned away from shopping for lack of money. All money collected is given back to the students in the

Announcing the winners of the 2017 Dream Career Essay Contest from Teaching Today WI



We would like to say a big hearty thank you to all of the high school students and middle school students that shared their Dream Careers with us! Again this year, choosing the Winning and Honorable Mention entries was a very difficult task. As always, some entries brought a laugh, a smile and even a tear.

This competition was open to the middle school students as well as the high school students. There were many wonderful essays from the older students but we were pleasantly surprised at the number of middle school entries! We got "snowed under"

We will be publishing these essays starting with this issue and continuing through the winter and into the spring editions. Along with the winners, watch for the Special Recognition essays. There were so many great entries! We will try to share as many as possible. Special Recognition essay writers will be sent an appreciation certificate from all of us here at Teaching Today WI.

Winning essays can be found on pages 5–10 of this issue.

It is an honor to be able to share these dreams with you, our readers, and without further ado here they are.

High School Contest Winners:

The six winners of \$200.00 each from Teaching Today WI are:

Sedona S. — *Art Teacher, Mishicot High School*

Morgan P. — *Music Therapist, Northland Pines High School*

Lindsay M. — *Athletic Trainer, Luck High School*

Breanna W. — *Teacher, Luck High School*

Chance H. — *Electrical Engineer, Northland Pines High School*

Richard B. — *Author, Bayfield High School*

The six Honorable Mentions and winners of \$75.00 each from Teaching Today WI are:

Molly T. — *Agriscience Teacher, Mishicot High School*

Cash E. — *Dairy Farmer, Luck High School*

Samuel L. — *Startup Technology Venture Capitalist, Greendale High School*

Alyssa H. — *Nurse, Monticello High School*

Carisa S. — *Web Software Developer, Northland Pines High School*

Nicole P. — *Physical Therapist, Northland Pines High School*

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More Winners on Page 3

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2 Visit **MeemicFoundation.org/Masterpieces** for information on how to apply and to review the complete rules and art guidelines.

3 **Entries will be accepted beginning January 2, 2018 and must be received by 5 p.m. ET March 30, 2018, at:**

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Winning entries announced by Monday, April 30, 2018

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From the Blog

teachingtodaywi.wordpress.com

Winter Learning – Inside and Outside

In *The Long Winter*, readers learn about the difficulties pioneers faced in earlier times. At the same time, students on break keep their brains active by reading and thinking. To add an element of fun, suggest a blanket fort or curling up in a sleeping bag as two ways to create a safe and warm environment in which to read these winter adventures.

Trauma-Informed Care in PK–12

We know that trauma impacts children's ability to learn, develop relationships, and act appropriately in class. Teachers and school staff then, play a critical role in helping children deal with mental health and trauma since they see children every day during the school year and are on the front line.

Arch Building

Constructing an Arch is quickly becoming the favorite hands-on activity on board the STEM Shuttle. The arch is constructed without any tools, other than the 2 or 3 student team members working together to demonstrate their engineering abilities. The arch activity was introduced to the shuttle program in September.

Mobile Account Hijacking Is the Latest ID Theft Threat

With mobile account hijacking, criminals steal mobile devices, or otherwise obtain your mobile account information, and buy mobile devices in your name. They then sell these devices, purchased in your name, leaving you with the bill.

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More winners in the 2017

Dream Career Essay Contest

from Teaching Today WI



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Middle School Contest Winners:

The six winners of \$100.00 each from Teaching Today WI are:

Caden H. — *Farmer, River Ridge School District*
 Angelica S. — *Electrical Engineer, Cooper School Milwaukee*
 Callan P. — *Interior Designer, Altoona Middle School*
 Shayna G. — *Guidance Teacher, River Ridge School District*
 Sherjeel A. — *Aerospace Engineer, Cooper School Milwaukee*
 Nastasja R. — *Computer Programmer, St. Sava Orthodox School Milwaukee*

The six Honorable Mentions and winners of \$25.00 each from Teaching Today WI are:

Brooklyn M. — *Pediatric Endocrinologist, River Ridge School District*
 Jada Q. — *Zoologist, Cooper School Milwaukee*
 Matthew N. — *NBA and Sports Medicine Doctor, River Ridge School District*
 Riley B. — *Counselor, Wisconsin Rapids*
 Shannon R. — *Nurse Anesthetist, Cooper School Milwaukee*
 Ana J. — *Neuropsychologist, St Sava Orthodox School Milwaukee*

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As you cozy up to the fire to stay warm, you smile as you reflect on those pricey diamond earrings you received for Christmas. You were even able to purchase that fancy new computer you've been wanting at one of those post-holiday sales. 'Tis the season for shoppers to invest in big ticket gifts, and Meemic Insurance Company reminds everyone to take the time now to ensure those high-priced items are properly insured.

It is smart to protect your costly toys from risk of theft, damage or loss. If you have a homeowners or renters policy, your

personal property is insured. But there may be limitations based on coverage amount and the type of risk that is covered. And it is important to remember that along with thank you notes, you should also take inventory of your new gifts.

"Now is the perfect time to take inventory of what you own," said Pamela Harlin, spokesperson for Meemic Insurance Company. "Having an updated inventory will not only allow you to properly access your insurance needs, but will also provide peace of mind if a catastrophic event resulted

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Bruce Brings Christmas Cheer

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form of a PBIS fund for future activities.

Larry Villiard is in his 23rd year as principal of the school, which has an enrollment of 433 students. During his tenure, he has witnessed the gift shop grow into one of the community's most popular events.

"The gift shop is simply amazing," Mr. Villiard said. "It is very emotional for people who are new to our school, or community, to see for the first time." The flow of students and workers in and out of the gym creates an audible buzz that can be heard in the halls. In order to pull off such an event cooperation is needed from the entire school staff. With special activities taking place nearly every

week, the biggest challenge is finding a day where there are no other special activities planned.

If you would like to learn more about this project you are welcome to contact Bruce Public Schools, or attend next year's event.

See more photos at: www.facebook.com/brucepublicschools/posts/2033852530212330

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5 FIVE CRITICAL TIMES TO REVIEW YOUR INSURANCE

Make sure your insurance is keeping up with your life!

Here are a few critical events that should trigger a review of your policies.

At renewal. Consider raising your deductible. Make sure you are getting discounts you qualify for. Evaluate the need for flood or umbrella insurance.

Major purchases. An expensive piece of jewelry, artwork, or electronic may need extra coverage.

Home improvements. If you added a room, upgraded your countertops, installed a hot tub, etc., make sure you're adequately covered. Keep receipts in case your insurance company needs copies.

When you make your home safer. You may qualify for a discount when you install an alarm system or upgrade your electrical, heating, or plumbing.

Major life changes. Marriage, divorce, or adult children who move back home (or who leave) can affect your home insurance and the amount of coverage you need.

Source: Insurance Information Institute

Ready to review? Member Benefits offers free personal insurance consultations to review your coverage and answer your questions. Call 1-800-279-4010 or set up a personal consult at weabenefits.com/consults.

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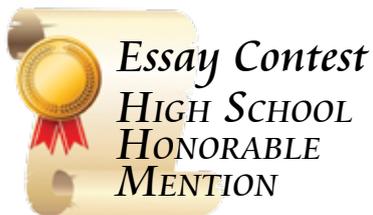
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"A nation or civilization that continues to produce soft-minded men purchases its own spiritual death on the installment plan."

— Martin Luther King, Jr.



Startup Technology Venture Capitalist

Samuel L.
Greendale High School

Some people dream big, some people dream small. “I want to be an accountant, I want to be an astronaut, I want to be a branch leader of the Marines!” Everyone has different dream jobs or what they want to achieve in life. For me, that means becoming a startup technology venture capitalist.

This might be a strange dream job, but for me, I believe it would be one of the coolest jobs you can have. Mega Tech companies like Facebook, Apple, Amazon, and Tesla all needed initial startup capital from investors in the beginning when no one else believed in these companies. This is where venture capitalists come in because they are not scared to take the leap into a possible billion dollar company like the ones I previously mentioned. They are risking their own time and money on the success of the

company they invest in, and that is what I love to do.

I am a current Investor in Stocks, ETF’s, and soon to be Options so I have always had a knack for investing. I love it and that is what I do on my free time. From researching new tech startups to finding out how much Bitcoin has increased their value in the past year. A couple of my Investments include Tesla and Nvidia. These two tech companies have experienced major setbacks and bashing comments from public investors, but this is why I love investing. When certain people don’t see an opportunity for that company to grow, but you see a different path, that is when you really start benefiting yourself and your investments.

The public is hesitant to change, and that is why many people miss out on big investment opportunities. They’re scared, nervous that they will lose their money because it all rides on that one company you invest in. But that’s what separates the successful investors from the average Joe.

Nvidia is a technology company that leads innovation in autonomous driving and gaming through artificial intelligence. AI terrifies some people because they have a firm belief that robots will eventually take over our world and kill off the human race. We are far from that happening, but AI is still advancing at an exponential rate and this is what creates a huge investment oppor-



tunity. I invested in Nvidia stock about one year ago and the price per share was around \$100. Now, the stock is trading for more than \$210 per share creating more than a 100% increase in price. Investments like this keep me going and make me more motivated to find other startup companies to invest in.

A company like Nvidia has the potential to have a \$700+ share price and the scared investors that were too hesitant to invest early will lose out. With Tesla, they have the potential to be a trillion dollar company if everything goes as planned and change the entire future of humanity as we know it.

Investments like this makes me feel like I am a part of something bigger, something that can change the lives of so many. This is why I love investing because you become a little part of something new and exciting every day and that is why I think being a Venture Capitalist would be so cool, and hopefully in the future I can find the next Facebook or Amazon to make a fortune off it.

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For more information, please visit www.stockmarketgame.org.

Spring Brings the EconChallenge

The Wisconsin Economics Challenge is on the road again in April. The annual competition is part of the National Economics Challenge, the only nationwide high-school economics competition. The national Council for Economic Education conducts this fun and free way for students to flex their intellectual muscle and test their knowledge of economics. The EconChallenge brings together advisor-led teams of 3–4 students, who are tested on their knowledge of economic principles, and their ability to apply problem-solving and critical-thinking skills to real-world events. Advanced-placement students face off in the Adam Smith Division, while first-time general economics students compete in the David Ricardo Division. The top two teams at each site go head to head in a Quiz Bowl: statewide victors can participate in the National Semifinals at their own school.

Face-to-face competitions are scheduled for:

April 9 (Milwaukee), **April 10** (Fox Valley) and **April 11** (Eau Claire).

Register online by April 2 at councilforeconed.org/teacher-toolkit

Get more information or register for these and other programs at:

www.ewwcee.org



Music Therapist

Morgan P.
Northland Pines High School

I am roused in the early morning, by the sounds of the busy streets of Chicago. It's merely seven o'clock, and the city is already beaming with life. Breaking forth from my bed, I start my day with a cup of coffee, courtesy of my keurig. Taking the warm cup in my hands, I guide myself to the white skydeck on the exterior of my apartment complex. The sun is warm on my face, and I can smell the sweets of the bakery to the right of me. Today is like any other, in the life of a woman living as a music therapist in Chicago.

Around 8:30 I'm heading out the door,



ukulele in one hand, and a stack of files in the other. I walk about three blocks until I reach my cozy little therapy office, which is lodged between a twenty-four hour gym, and a hair salon. After several minutes of searching for my keys in what seems to be my bottomless purse, I unlock the front door and enter my

office. The smell of my wax burners and the sound of the quiet music fills the room with nothing but warmth and ease, which is the atmosphere I try to provide for my clients. It's taken countless hours of painting, years of schooling, and a lifetime of compassion to turn my dream into a reality.

My day will consist of several clients, coming in intervals of one hour. I will provide emotional support and advice to many who are suffering. Using the power of music and art, I wish to give hope to those who feel hopeless. In my few years of experience, I've already witnessed so many miracles and have heard stories I never thought I could comprehend. My heart is hurting, for all those I see in the day, each face that stops in my office. The goal of my career is to help them through whatever battle they are facing, and letting them know they are never alone.

As a current sophomore, I am striving to reach my dream career, as a music therapist. My desire, is living in the beautiful city of Chicago, with my own little therapy office where families and individuals can come in

seek of help in their time of hurt. In order to get to that place, I am taking many steps. Starting with taking high school courses in seventh and eighth grade, in hopes to get a head start for my required amount of credits to graduate. I am currently taking an AP psychology class, which will be the first of many courses I will take with the main focus on human emotions and reactions. I will continue my high school career with the objective of a 3.6 or higher GPA each year. During my last year of high school, I will apply to many different schools throughout my state and country. At the moment, I would love to attend the University of Madison Wisconsin, but we'll see where my career path takes me in the future.

I guess you could say I would just like to put my passion into my future career. I don't want to spend the next forty plus years at a job I don't necessarily find enjoyable. I want to help as many people as I can, use the light I have to guide them through the dark. Being a music therapist, I can incorporate two of the most important things in my life, music and compassion.



me toward comic books. Some comic writers have actually had success in the actual world of literature and that lead me to the writings of Steven King and Clive Barker.

I have applied all of these skills to my writing, most of which have been stowed away in my database to be revised later. As I got older, I explored various other types of genres of fiction and when I was thirteen I was introduced to Dungeons and Dragons. I ceased everything in order to commit more time to the game, when it ended, I was left with an unfinished storyline and a bunch of files on the story. A year later I began rewriting the entire game into the format of a magazine serial; eventually I had a solid draft for my first entry and a storyboard for the second.

So I have been gaining skills with editing as well, considering that the other writers and

I have revised these scripts three times. But we eventually met up with the main editor of Aqueous Magazine and discussed publication rights.

An editor is the main critique, sensor, and planner who revises writings for newspapers, magazine companies, comic books, or anything of that sort. They typically take over a project once its creators have become satisfied with their work. Editors generally start out as writers for a company and eventually become fairly prestigious and rise far enough through their respective ranks to obtain their position.

Aqueous Magazine gave us three options: we could release the 1st entry of our serial in the final entry of their magazine and see how it would be critically received, independently release it in comic book format. Or he would help us find work elsewhere, we chose the third option.

A final grammar check is being run on the first entry and the second is in mid-pro-

duction. I continue writing to this day and intend to have the first entry of the serial ready by the beginning of next year. It is a fictional Epic Fantasy in a Neo Noir setting.

The dream of becoming an author that had begun when I was a child continues; now I am sixteen managing an independent

writing staff while attending high school as well as washing dishes to make some money. That is pretty much how every successful writer, editor or film director starts out. It is about how you apply yourself to your scenario whether you succeed or not.



Author

Richard B.
Bayfield High School

Ever since I could remember, I have wanted to be an author. I can remember writing plays, short stories and composing entire fictitious worlds from as young as the age of six. I was able to apply my untapped potential towards computers and technology since I was even younger and bought my first laptop when I was about ten. I was also an avid cinema buff, being exposed to the works of Martin Scorsese, Quentin Tarantino and Wes Craven from an even younger age and my love of the horror and noir genres brought

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earn their degree in one to two years,
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Some students are eligible to take real technical college classes while still in high school – and earn college credits even before graduating.

Jobs in Demand

These are some of the jobs from the list of 50 top high demand fields from the 2014-2024 Wisconsin long-term occupational employment projections.

Accountants & Auditors

Registered Nurses & Certified Nursing Assistants

Software Developers & Computer Systems Analysts

Construction Workers & Carpenters

Welders & Computer-Controlled Machine Tool Operators

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Interior Designer

*Callan P.
Altoona Middle School*

My dream career is to be an interior designer. I have loved to pick out furniture and room colors, design room layouts, and reorganize spaces ever since I was very young. I want to start my own Interior Design business “Cal’s Interior” and share my design ideas with others to make their dreams come true.

In many ways, I’ve already started my design career. My mom not only lets me but asks for my help in designing different rooms in the house. My inspiration was ignited when I started doing Legos and creating my own room designs. I have so much fun going



to Legoland to pick out specific Lego pieces for my own, awe-inspiring, unique designs. I love the fact that I can envision something and then it can come true with a lot of planning, hard work, and dedication. I have been working on my Lego house for three years now, and I am still adding it to it. It started off as a one room house, and it is now the size of a card table, with more rooms than my own house.

As an Interior Designer, I love the fact that you can take any room in any condition and turn it into someone’s dream. One room in our house that I redesigned was in our

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Guidance Teacher

*Shayna G.
River Ridge School District*

Thinking about a career at the age of 12 is hard. There are so many possibilities. My parents both work in manufacturing and have taken me to events like the



UW Madison Engineering Expo where I could see robots, lasers, animation, play with slime, memory wire, and a lot more! Although those things were interesting and fun, I just don’t think those things are my type.

My dream career is a guidance teacher. When I was in the third grade, I was bullied by an older boy that rode my bus. I put up with him trying to take my stuff and throwing things at me. The last time was when he bit me through my winter coat, as I was getting off the bus to go to school. I was so upset and I didn’t know what to do. A friend went with me to Mrs. Fohey’s room, who is River Ridge’s guidance counselor.

Mrs. Fohey helped me and I will never forget that moment. I hope someday that I’ll be that person that helps others like Mrs. Fohey helped me.

I also attended my sister’s high school orientation where Ms. Townsend, River Ridge’s High School guidance counselor, where she talked about what classes to take depending on

Continued on Page 9

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Sheboygan Falls School District

It wasn't hard for the Sheboygan Falls School District to comply with new state requirements about how to give students and their parents' guidance on college and career possibilities. That's because the district had given itself a head start.

"Most of the required elements we were already invested in, so we felt very positive about our work," explained Mason White, a learning strategist at Sheboygan Falls Middle School and member of the team that worked on complying with the requirements for ACP (academic and career counseling).

White said the resulting new initiatives that will launch this fall were a matter of "filling in the missing elements" and "doing a better job of promoting the great work we are doing."

Sheboygan Falls has done such a good job with its ACP efforts that staff will be presenting at a statewide conference this fall.

State law requires all Wisconsin public schools to offer ACP services to all students in grades 6 through 12, starting with the 2017-18 school year. The state Department of Public Instruction suggests that ACP services include specific components such as self-awareness activities and individual reflection and goal setting, career assessment awareness and career research, and a plan to link instructional activities with opportunities to learn more about a specific career field.

By going through the ACP process, students will complete an online portfolio that will help them establish long-term goals for life after high school and better connect those goals with their academic coursework and career exploration activities.

"The work that our ACP team is doing complements our district's mission statement in that it supports students on their own learning paths," Sheboygan Falls superintendent Jean Born said.

Although ACP activities begin in 6th

FIGURING OUT THE FUTURE



grade, the goal of the process is not to have students definitely decide on careers or college coursework before they graduate from high school.

"Everything is written in pencil with a great big eraser. We're not going to lock you into anything," White said.

A typical 12 or 13-year-old may aspire to be a major league baseball player or a famous rock star, which might seem like unrealistic goals.

"ACP is not telling them they can't do those things, but what it's going to take to get there," White explained.

At the middle school, a big change this fall will be to incorporate ACP into weekly sessions in every classroom in the building during what is called "Falcon Time." The half period per day is used by teachers to offer enrichment or intervention to students depending on their needs. Now each Wednesday, the students will take part in ACP activities under the direction

of their teacher.

"That way we're making sure that everyone in the building will be getting everything they need," explained guidance counselor Patrick Uselding, a member of the district's ACP team. It also fulfills an ACP goal of giving students time with an adult mentor.

As part of the state ACP requirement, districts will be receiving funding for career exploration software. Sheboygan Falls has been using the software, Career Cruising, for some time, which again gives students and parents a head start over their peers elsewhere.

As part of their ACP activities, students investigate the local job market to see what careers are most in demand. They work on financial literacy skills and also compare colleges so they can see what types of programs are offered and how much college tuition can be.

Making college and career planning resources more accessible was a major goal

when Sheboygan Falls High School reviewed their ACP services and how they met the new state requirements, said guidance counselor Janis Jarosch.

Staff updated the academic course guide, making more obvious connections between possible careers and the classes students would need to take if they planned to pursue those careers.

The academic and career counseling portion of the high school web site was also revamped. In addition to information about potential careers and academic coursework, it also includes information about work-based opportunities available to students – such as job shadowing and youth apprenticeships – as well as information about school organizations and volunteer opportunities that can also provide training for future careers.

The site now includes reflective questions students can ask themselves each year of high school to help them focus on what they would like to do after graduation. A new video overview of ACP is also featured on the site.

The changes make information about ACP "more cohesive and more comprehensive" and should make it easier for parents especially to find what they are looking for, Jarosch said.

She believes the overall result of these changes is to emphasize the district's wealth of ACP resources.

"It's all about opportunities," she said. "We just have so many opportunities for students and families."

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



Interior Designer

Callan P.
Altoona Middle School

Continued from Page 8

unfinished basement where no one wanted to go. It is now a room of my dreams. We had a low budget and wanted a high impact, useful room, and that's what we have now. It's called the the "Kids Cave" and my family loves it. It has a fold out couch which serves as a bed. We have a TV for extra entertainment. There is also a wall of

games, along with a game rolling table for extra space. It is now a great space where everyone wants to be. Mission accomplished!

Someone that inspired me is Joanna Gaines, from the HGTV show, Fixer Upper. She inspires me because she takes broken down houses that would have had to be torn down, and turns them into masterpieces! This is exactly what I hope to do. Fixer Upper is a great example of how technology has been incorporated more into interior design and has helped the field evolve.

There are now many more opportunities for people like me who have a passion for technology and art, but Interior Designing is my dream career.



Guidance Teacher

Shayna G.
River Ridge School District

Continued from Page 8

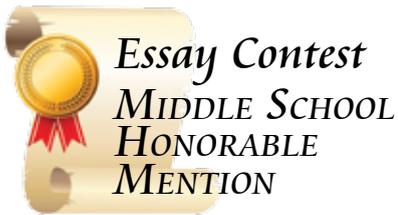
what kids wanted to do after high school. She also was helping kids with their future planning.

To become a guidance counselor, you need a Bachelor Degree and a Master's Degree for a total of about 6 years of education. The annual salary is about \$55,000 per year. My true dream would be to attend

UW Madison and play basketball, while working towards my degree.

Some challenges with being a guidance counselor are student home issues, suicidal threats, and bullying. My uncle is a foster parent and the kids have all different backgrounds. It requires patience and understanding. I am confident that I could face these challenges and make a difference in children's lives. I enjoy problem solving and getting to the bottom of issues. A weakness to overcome is my shyness. I started playing on an AAU basketball team last summer with girls that I had never met before. Experiences like this will help me throughout life.

As you can see I have some big goals! I know from experience a guidance counselor can be a big impact on someone's life. My main goal in life is to be happy and help others.



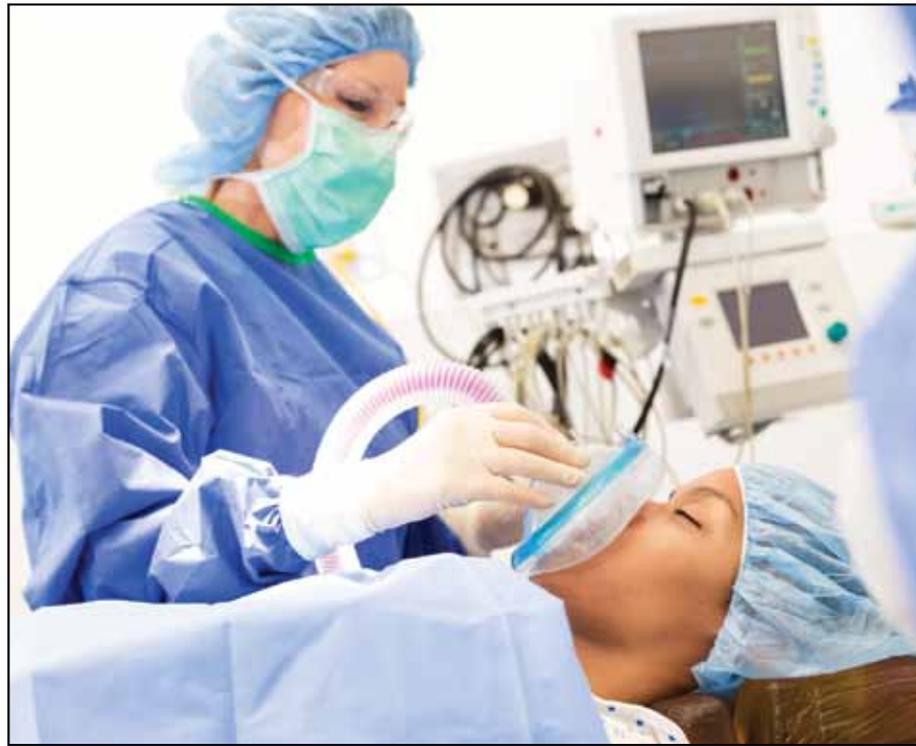
Nurse Anesthetist

Shannon R.
Cooper School Milwaukee

Imagine yourself standing in a room with doctors and surgeons. Your patient is about to go into surgery, you're holding the anesthesia for your patient. You have to try to keep your patient calm while you give him anesthesia for the long surgery ahead.

For my dream job I want to be a nurse anesthetist. A nurse anesthetist specializes in the administration of anesthesia. Which means that a nurse anesthetist use drugs or gases to numb patients' bodies or put them to sleep during surgery so they feel no pain.

I want to be a nurse anesthetist because I've always wanted to be a nurse, I just don't like blood. So when I heard that my sister and my brother-in-law were in school to be nurse anesthetists, I knew that I wanted to be a nurse anesthetist.



Most importantly, I want to be a CRNA, which stands for Certified Registered Nurse Anesthetist. CRNAs are considered Advanced Practice Registered Nurses (APRN) who administer anesthesia and other medications. CRNAs usually

work in the operating rooms, emergency rooms, intensive care units, and cardiac care units. According to my sister, who is studying to be a CRNA, CRNAs are better than regular nurse anesthetist because CRNAs are better with patients when

talking to them to try to keep them calm and CRNAs go to school for more years, which could mean a better education.

To become a CRNA, I must successfully complete an accredited nurse anesthesia educational program, which can take 2–4 years, depending on the intensity of the program. There are approximately 113 accredited nurse anesthesia programs in the US, with approximately 2,200 active clinical training sites. All nurse anesthetists must also pass the CRNA exam prior to beginning the practice.

For my education, I want to go to University of Wisconsin—La Crosse because it is the only college with a nurse anesthetists program in Wisconsin. After that, I want to further my education to become a CRNA and go to Mayo School of Health Sciences, which is in Rochester, Minnesota. I want to go here because both my sister and my brother-in-law go there currently, and I heard a lot of good things about it.

Becoming a Nurse Anesthetist will be a lot of work, but with that title comes a rewarding and gainful career. My goal is to become a Certified Registered Nurse Anesthetist like my sister and my brother-in-law.

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- Ivy W., Diagnostic Medical Sonography Class of 2019



Bellin College

Common Ski and Snowboarding Injuries

Aaron Rouse, LAT

As the temperature in the Chippewa Valley drops and the snow begins to fly, many outdoor enthusiasts are excited for another season on the slopes. Skiing and snowboarding are great activities to help pass the long winter season. With these great winter activities come an increased potential of injury. Understanding common injuries during these activities is a great way to prevent you from ending up on the shelf for this winter's ski and snowboard season.

The most common injury to skiers and snowboards are injuries to the wrist. Increased rate of speed and uneven terrain make falling quite common in winter sports. During a fall, the body instinctively tries to protect itself by putting the hands out. In doing so, wrist sprains and fractures are almost inevitable. Wrist guards are one of the easiest preventative measures that can be taken to reduce the risk of sprains or fractures to the wrists and hands. It is also recommended that you do not loop your hand through the straps of the ski pole because this can increase your risk of injury to the wrist in the event of a fall. Skier's thumb is common injury that occurs when a skier has their hands loped through the straps on the ski poles. It is aptly named for when a skier damages the UCL, or ulnar collateral

ligament, of the thumb. It commonly occurs when a skier is holding onto his or her ski poles the thumb gets bent backward and injures the UCL during a fall.

Injuries to the knees are another common injury associated with skiing and snowboarding. Because of ridged boots, uneven terrain and twisting motions, a lot of stress is being placed on the knee. ACL and MCL injuries often result from ski and snowboard falls. Damage to the ACL, or anterior cruciate ligament, often occurs when a skier is falling and the squat and twist at the same time. Damage to the MCL, or medial collateral ligament, occurs when a skier loses an edge and the ski is swept out from underneath them. To help prevent injuries to the knees, it is recommended that a skier attempts to keep their knees slightly flexed in a squatting stance and somewhat close together. This stance will decrease the likelihood of a ski going rogue and slipping out from underneath.

Head injuries and concussions are also popular among the ski and snowboard communities. Like any sport that involves speed, the hard ground, and other people, your head is at an increased risk of injury. The easiest way to help prevent injuries to the head is to wear a proper helmet. Over the past few years, helmets are becoming more and more preva-



lent on the ski slopes.

Finally, checking your gear frequently is an easy way to help prevent injury while having fun in the snow. Making sure that equipment such as boots and bindings fit properly and securely will help reduce the risk of incident on the mountain. If you are still a little unsteady on your skis or snowboard, take a lesson with an instructor. Instructors are a great resource for not only improving

your skills and techniques, but they can also give you tips on how to fall correctly. Lastly, skiing or snowboarding at your skill level is the easiest way to prevent an early end to your ski or snowboard season. Just because you are looking good in your new winter gear, does not mean you are ready for the Winter Olympics.

Reprinted from SportsRX, Chippewa Valley Orthopedics and Sports Medicine.

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Hockey Safety Tips

With nonstop action and high-speed team play, hockey is one of the most exciting sports. Sometimes called “the fastest game on ice,” it’s a great way to get exercise, and with youth and adult programs throughout the country.

As fun as it is, though, hockey carries a very real risk of injury. To find out how to stay as safe as possible, follow these tips.

Never play a game of hockey without the following:

- Helmet
- Shoulder pads, elbow pads, knee and shin pads
- Gloves
- Athletic supporter and cup
- Mouthguard

Goalie Gear

Charged with putting their bodies between flying pucks and the goal, hockey goalies need a whole different set of equipment to keep themselves safe.

- **Leg pads** — These should always be the correct length and be thick enough to protect against even the hardest slapshot.
- **Arm pads and chest protector** —

Arm pads should reach all the way to your wrist. Chest protectors should wrap slightly around your sides to keep your entire front well armored.

- **Blocker glove** — This glove should allow your fingers to grip the stick easily but be very thick and cover most of your forearm.
- **Catcher glove** — Similar to a first baseman’s glove in baseball, catcher gloves should have thick padding over the wrist and palm and should also come well up the forearm.

There’s a reason why tripping, hooking, slashing, high-sticking, and cross-checking bring penalties. Hockey sticks can easily go from being a piece of equipment to being a dangerous weapon. Know all the rules governing the use of your stick and follow them to the letter. You wouldn’t want to get hit by someone else’s stick, and no one wants to get hit by yours.

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An Overview of Special Education Services at the School District of Altoona



By Alan McCutcheon, Director of Special Education and Pupil Services
School District of Altoona

The term “special education” has been used for over forty years in public education. Since the passing of federal laws in 1975, namely the Individuals with Disabilities Education Act (IDEA), public schools have been required to provide special education services for students with disabilities or impairments, or risk losing federal funds and face discrimination lawsuits. Today, very few districts would think to exclude a student from being admitted to their school based solely on their disability or impairment. Yet, prior to 1975, many families and students experienced just that, resulting in students not being able to access quality and effective instruction provided at their neighborhood school.

Many of you reading this have your own perspective and experience of special education today, based on your own beliefs and personal experiences in educational systems. These beliefs may have been reinforced by a number of factors, ranging from misunderstandings of special education services and views on individuals with disabilities or impairments, to personal experiences going through education with the supports and services provided within an Individual Education Program (IEP). The purpose of this overview is to help identify some myths about special education, as well as to lay a framework from which our district operates from when developing special education services and programs. First, here are some common myths about special education that often exist:

Myth #1: Special education is a place students go to get their education.

Instead of special education being a place or classroom, special education should always first and foremost be the instruction, supports, and services that are provided to students based on their specific needs. The student’s needs are discussed by the Individual Education Program (IEP) team, and should be continually reviewed

and updated. A “need” may include anything that may be a potential barrier or roadblock for a student to receive their appropriate instruction, make progress toward their grade level learning goals, or fully participate and be engaged in their learning environment. Special education, then, are those services and supports that work alongside the student in overcoming those barriers and move forward in their learning. This can happen in the classroom, the hallways, on the bus, in the cafeteria, or on the job site. In short, special education is not confined to a special classroom or space.

Myth #2: Special education is provided solely by special education teachers.

It is true that our special education teachers, therapists, psychologists, paraprofessionals, and specialists provide special education services. However, special education services are also provided by teachers, staff, and community members that work alongside students throughout the day. Just as special education is not a place, the special instruction is not isolated to those with a special education license. Instead, classroom teachers, recess supervisors, bus drivers, job supervisors, community volunteers, and food service personnel all can play a critical role in helping students overcome barriers or roadblocks and make progress toward their goals. This is often a collaborative work between special education personnel, who have training and experience in effective strategies and techniques in working with individual student needs, and the other important adults and individuals that play a critical role in students’ growth and development. In summary, a child’s IEP spells out those special education personnel that will provide services on behalf of the student, related to the student’s needs. Yet, the services, supports, strategies, and individualized instruction carry over into multiple aspects of our students’ day.

Myth #3: Special education provides an easy path and gives an unfair advantage over students without disabilities.

This particular myth was something that I remember discussing as a middle and high school student, as my peers and I began becoming more aware of special education services in our small, rural public school. From my adolescent perspective, my school

and education was like a sport event or a game, requiring everyone to play by the same rules in order for there to be winners and losers. Words like “equal” and “fair” often moved through my thoughts on education, since the game required everyone to play on a level playing field. However, viewing learning and education as a game or competition can cause us to lose sight of our central vision for all learners. While this may be one way to view education and learning, I propose we approach student learning from a different perspective.

As a district, we strive for all students to be engaged, equipped, and empowered in their learning. Instead of thinking of education like a game, as I did in my youth, I’ve now come to realize that a better example would be to think of student learning similar to starting a new fitness plan. Imagine you have been given the opportunity to meet with a fitness coach to make a plan for becoming more active and improving your health. While the fitness coach would start with an “equal” goal of providing an effective and quality fitness plan for all participants, it would not be a good idea to provide an identical plan to all new members. A fitness plan that helps an individual take their first steps toward physical fitness will likely look different than an individual recovering from a recent injury or an individual that is on track to qualify for the

Boston Marathon. In this way, the plan would be “equal” in establishing an effective plan, but individualized based on the individual’s unique needs and goals. In the same way, special education services provide a pathway for students to have an individualized learning plan or educational program, also known as an IEP. The district continues to provide a “free and appropriate public education” for all students, while ensuring students are truly engaged, equipped, and empowered.

As a family, I would encourage you to continue to discuss your own thoughts, ideas, and perspectives on special education services. Again, you may have had your own background and experiences in this area, which have led to some feelings that special education may be unfair. Your own students may also be having these conversations with classmates or peers, as they realize the different services and supports offered within their school. The best starting point for this myth is to bring these thoughts and ideas out into the open, and have honest conversations as a family.

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* National Autism Indicators Study, Drexel University

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Support for Parents of Kids with Special Needs

When most parents think of the juggling act involved in raising a family, they think of coordinating soccer games with ballet practice and grocery shopping.

But if you're a parent of a child who is sick or has special needs, your schedule likely involves doctor's visits, therapy sessions, and waiting for doctors and insurance companies to return your phone calls. And then there's the exhaustion and endless worry.

What you need is help. But how can you get it? Here are six suggestions for making your life a little less complicated.

► **Accept help from friends and family.** Everyone's busy and that makes it hard to ask for or accept help. For some, it's difficult to let your kids or partner help because they may not do things the same way you do them. Or maybe letting other people know you feel stressed or overwhelmed is just not your style. After all, parents are expected to be good at multitasking and juggling their kids' and their own needs.

If you feel exhausted and angry and have accepted that you need help, asking for it is the next step. Turning to others isn't a sign of a weakness but rather one of strength. Recharging your batteries once in a while can help you be a better parent, partner, and person.

► **Be honest about what you need.** By letting people know how hard your situation is, you're

allowing them entry into your world. When you say, "Going to the hospital by myself is hard," you're giving a friend a chance to say, "Let me come with you." When you say it's sometimes hard to get dinner on the table, your loved one knows that delivery of a warm meal will be greatly appreciated.

► **Create a list of needs.** How many times have you heard someone say, "Let me know if I can do anything." And how many times have you said, "I will" — and then didn't? People want to help but they don't know how. Make a list of the things that would make your life easier. Then, match the task with the friend who'd have the easiest time helping you out.

Do you need help picking up your other kids from school? Ask a neighbor who is already picking up his or her own kids. Ask grandparents and siblings to do things they enjoy, whether it's watching your child to give you a break or cooking freezer-ready meals.

In this day and age, social media can ease the burden of asking. Post your needs on your personal social media page or register on one of the many caregiver websites that allow you to create a list of your needs (for example, dinner twice a week, the lawn mowed weekly, a companion for hospital visits) so friends can sign up for duties that best fit their skills and schedules.

► **Enlist other caregivers.** Parents of children with special needs often feel that they

are the only ones who can handle their child's care. This is certainly true to an extent but that doesn't mean that you can't get away for a few hours every now and then. By leaving your child with a trusted sitter or family member you are teaching your child to handle change. Your child will develop the resilience and adaptability that every kid deserves to learn, regardless of overall health.

To ensure the person helping you is up to the task, consider caregiver training. Many hospitals and state social service agencies provide classes for siblings, parents, grandparents, teachers, and babysitters.

► **Consider home health care.** Some insurance companies will cover the cost of an in-home health aide or visiting nurse for a few hours a week if your child's medical problems are chronic or severe. Call your benefits provider to see if you are eligible. Respite services are also available for children with developmental disorders, including autism. These services can include a caregiver coming to your home to give you a break for a few hours or overnight, or a drop-off program in the community.

► **Seek companionship.** Seeking help doesn't always mean asking someone to do something. Often what a caregiver needs most is to maintain contact with friends and family. That can be hard, however, when your kids need you close



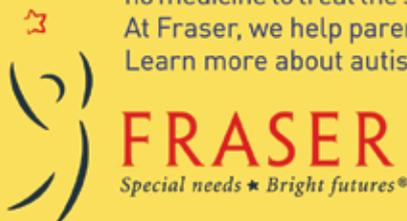
by. So ask a friend to come over after the kids go to bed. Talk over a pot of coffee, share a meal, or watch a movie. Take time to connect and laugh with others and free yourself from your usual worries. Support groups, both online and in-person, can be helpful, too.

The burden shouldn't be on you to make it easier for someone to help you. You have enough on your plate. Besides, most people want to help. If you let your friends or family know what you need, they will know how to help you and feel less burdened — and that's not just good for you, but for your whole family.

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this is what autism can feel like
 this is what autism can feel like

Repetitive behavior can be one sign of autism. There's no medicine to treat the symptom, only understanding. At Fraser, we help parents cope and children achieve. Learn more about autism at fraser.org.



SPECIAL NEEDS RESOURCES

Bridges 4 Kids

Bridges 4 Kids is a non-profit parent organization providing a comprehensive system of information and referrals for parents and professionals working with children from birth through transition to adult life. The organization provides a circle of support for ALL children, with a special focus on those who have disabilities, special needs, or who are at-risk.

Website: www.bridges4kids.org

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

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

First Signs, Inc.

A non-profit organization dedicated to educating parents and physicians about the early warning signs of autism and other developmental disorders in early childhood.

Website: www.firstsigns.org

Best Practice of Inclusive Services: The Value of Inclusion

Includes definition of inclusion, overcoming barriers, six step process and best practices of inclusive services, From the National Center on Physical Activity and Disability

Website: www.nchpad.org/341/1999/Best-Practice-of-Inclusive-Services-The-Value-of-Inclusion

So What is This Project-Based Learning, Anyway?

Understanding Its Impact on Student Engagement and Achievement



By Dr. Gary Kiltz, Superintendent
Greendale Schools

Last year, the Greendale community committed to personalized education through project-based learning as one of three strategic priorities. Since this was identified, Greendale Schools has been exploring models that allow project-based learning to be integrated into the learning for our stu-

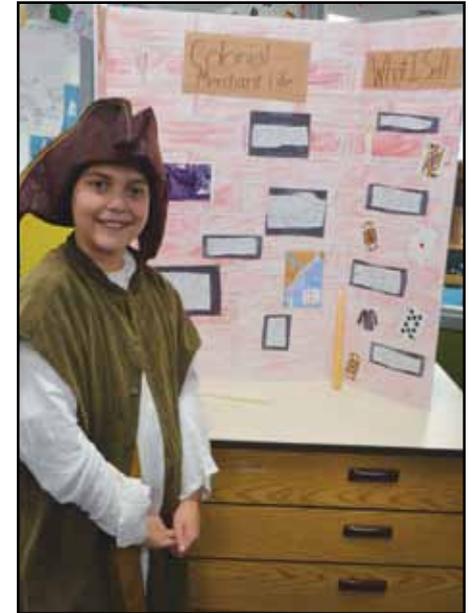
dents. Through this process, teachers and students have asked, what is this all about anyway.

Defining PBL

Put simply, project-based learning is a “method in which students gain knowledge and skills by working for an extended

period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge” (Buck Institute, 2017). While this type of learning has been around for decades, widespread implementation of the model has proven difficult because it requires long-term commitment and planning by districts. The move to a project-based model for teaching and learning does not happen overnight. It requires extensive planning by educators in order to integrate across disciplines and identify opportunities to explore provocative questions that cross content areas.

Heather Wolpert Gawron uses a great analogy and compares project based learning to “creating a learning story . . . It couches lessons in a tale -- a tale about a problem that must be solved or an activity that must be developed. The learning happens along the way towards the presentation of the solution” (2015). In most instances, the “story” comes together through a three part formula that teachers use to guide the learning and exploration: explore the challenge; investigate and design potential solutions; present most plausible solutions. With each part of the formula, students build skills in critical/creative thinking, collaboration, and communication.



positioned with the core skills and knowledge to be competitive in post-high school settings. As the District looks to leverage project-based learning to build student skill sets for future opportunities, the Institute for the Future (2011) recently released a study identifying ten critical skills for our future workforce:

- Sense making
- Social intelligence
- Novel & adaptive thinking
- Cross cultural competency
- Computational thinking
- New media literacy
- Transdisciplinarity
- Design mindset
- Cognitive load management
- Virtual collaboration

By giving students the opportunity to explore authentic challenges and create possible solutions in a strategic learning process, Greendale students can build these skills and be more competitive in the global market. Project-based learning serves as an exceptional model to personalize learning for our students while providing them with the quality skills and content necessary to successfully navigate post-high school plans.

We are inspiring minds!

Take Inventory and Insure

Continued from Page 4

in a loss to your personal property.”

Having a detailed inventory of all your valuable possessions in your home can come in handy in many ways. Even if you never file a homeowner’s or renter’s insurance claim, your inventory can come in very handy when you prepare your last will and testament, when your children or heirs must settle your estate, and even determining an appropriate amount of insurance to carry in the first place. You can even use your inventory as a moving checklist and packing aid.

And if you do have a claim for a casualty loss not covered by insurance, your inventory will make it much easier to deduct those losses against your income on your tax return.

Some tips to get started:

- Document everything you want to replace after a disaster. Start with the most valuable items, of course, and those items that are most attractive to burglars or those that are most vulnerable to damage. But don’t neglect things as basic as your clothing. You may have hundreds or thousands of dollars in clothing alone at stake — and you’ll want to replace it if it’s lost.
- Photograph everything you can. For-

tunately, digital cameras and smart phones make this easy.

- Document serial numbers, where applicable. For example, serial numbers on musical instruments may be invaluable in establishing their fair market value, because they can establish the year in which they were made. Serial numbers are vital to have on hand in case your items are stolen, because you will need this information to alert local pawnbrokers and get your items back.
- Store the inventory information offsite. Even the best inventory is worthless if it exists only on paper and it’s destroyed in the same flood or fire that destroyed your home.

Take the time to work with your local insurance agent to determine the type of insurance coverage you have and if expanded or specialized coverage is needed for your high-priced gifts.

For safety tips and videos, visit www.Meemic.com/Safety.

Where PBL Fits in Education

Many in education link the components of project-based learning with STEM (science, technology, engineering, math) education. In recent iterations of STEM education, the definition has broadened to incorporate a more inclusive, multi-disciplinary approach to learning (Students and Teachers Energizing Minds). In a recent publication by the American Institute of Research (2016), the following key components for STEM learning experiences were identified:

- Engaged and Networked Communities of Practice
- Accessible Learning Activities That Invite Intentional Play and Risk
- Educational Experiences That Include Interdisciplinary Approaches to Solving “Grand Challenges”
- Flexible and Inclusive Learning Spaces
- Innovative and Accessible Measures of Learning
- Societal and Cultural Images and Environments That Promote Diversity in STEM Opportunities and Careers

These components match up well with the attributes of project-based learning and serve to inform us about what this can look like for Greendale Schools long-term.

Ultimately, the goal is to make sure students from Greendale Schools are well-

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Kromrey Middle School: A Sustainability Star



Middleton-Cross Plains Area School District

Kromrey Middle School, a 2017 Green Ribbon Schools honoree, is an example of what happens when a school district and community embrace sustainability. The vision and concept for the new Kromrey Middle School building was a result of district-wide sustainability initiatives.

“One of our guiding principles as we develop our long-range master planning for facilities is to make sure they incorporate sustainability practices and provide learning opportunities for students,” said Superintendent George Mavroulis. “Kromrey is a great example of what we can do when we make that a priority.”

In 2016, the school was awarded ENERGY STAR certification and U.S. Middle School Design Project of the Year. Many steps have been taken to create a modern facility that incorporates sustainable practices and features. The new building has geothermal heating and cooling, solar hot water, and LED or fluorescent lighting used in tandem with natural light to reduce the need for artificial lighting. More than a quarter of the landscaping is native and building materials were sourced locally, wherever feasible.

There are places for students to gather that provide views of nature, including an outdoor amphitheater and a living wall on the

edge of a nature conservancy. The students and teachers work together to incorporate everyday environmental impact reduction techniques to make the best use of the new facility. “This school has a great collaborative culture between the community, staff, and students. The Green Ribbon process has allowed us to analyze and explore these relationships and take advantage of opportunities afforded to us,” said Brian Miles, the Middleton-Cross Plains Area School District (MCPASD) Technology Integrator and Student Council Advisor.

The school’s proximity to Pheasant Branch Conservancy provides teachers and students an opportunity to work with environmental and conservation agencies to incorporate environmental education and outdoor learning. Moving to a building with

views of the adjacent nature preserve, teachers are writing curriculum to learn about and connect with the environment. English classes go outside for observations related to writing poetry or observational writing. Sixth grade teachers are planning lessons where students will be adopting different portions of the extensive rain gardens that receive stormwater from the adjacent parking lot. Eighth grade science teachers are planning stream monitoring activities with their classes this fall.

“The school grounds provide so many opportunities for outdoor learning. It is so very exciting for students to take a role in decision making for their learning and also in maintaining the rain gardens by identifying native plantings and removing invasive species,” said Debra Weitzel, district sustainability coordinator.

Source: *WI DPI ConnectEd*

www.mcpasd.k12.wi.us
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We travel from the Zoo to You!

The Zoological Society and Kohl's Cares are on the road with Kohl's Wild Theater. A new line-up of fun, conservation-themed theater performances using drama, songs and puppetry is now available. Programs are free of charge within a one-hour radius of the Milwaukee County Zoo.

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and Festivals!

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Student Contests and Awards

Meemic Masterpieces Art Contest and Grant Opportunity

Promote a message of togetherness by encouraging grade K–12 students to enter our third Meemic Masterpieces Art Contest for a chance to win a Chromebook for up to 50 student artists and a \$300 art supplies grant for each of the winning Foundation Club Members!

Deadline: March 31, 2018

Website: www.MeemicFoundation.org/Masterpieces

EngineerGirl Essay Contest

The annual EngineerGirl Essay Contest encourages students to write about the role of engineering in society and the impact it has on our world. Essays for the current contest, which is entitled, “Engineering For Your Community,” should convince other to improve the community’s infrastructure.

First-place winners are awarded \$500, second-place entries \$250, and third-place entries \$100.

Deadline: Essays are due February 1, 2018.

Website: www.engineergirl.org/42593.aspx

InvenTeams

InvenTeams is a national grants initiative of the Lemelson-MIT program that is designed to excite high school students to cultivate their

creativity and experience invention. InvenTeam students rely on inquiry hands-on problem solving as they integrate lessons from science, technology, engineering, and mathematics (STEM) to develop invention prototypes.

Grants up to \$10,000 are awarded annually, with approximately 15 grants available. Excite Awards recipients receive travel, food, and lodging for one educator to attend EurekaFest.

Deadline: Initial applications are due April 9, 2018. If selected to continue to the next step, final applications are due September 4, 2018.

Website: lemelson.mit.edu/inventteams

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.

Deadline: Regional competition dates vary, but are typically between January and March. See the website for specific dates. The national competition will take April 26 through 30, 2018; April 25 through 29, 2019; and April 30 through May 4, 2020.

Website: science.energy.gov/wdts/nsb/

The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm and the American Red Cross. The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to make a difference. The annual challenge aims to generate new ideas to reduce waste in homes, schools, communities, and around the world.

One grand prize of \$100,000; first-place prizes of \$10,000; second-place prizes of \$2,000; third-place prizes of \$1,000; and finalist prizes of \$200 are awarded.

Deadline: Entries are due May 1, 2018.

Website: www.projectparadigm.org/rules

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages students teams in research and development with a strong emphasis on science, technology, engineering, and mathematics (STEM). Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in 20 years, and then explore what is necessary to make their visions a reality.

Deadline: Projects are due February 8, 2018.

Website: www.exploravision.org/what-exploravision

World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) advancing women and girls and their access to education, gender equality, women in government, women’s health, and child marriage; (2) feeding ten billion (hunger, food waste, resource and energy use, deforestation, and pollution); and (3) preventing pollution (impacts on air, water, land, climate change, human and wildlife health, and ecosystem destruction).

Deadline: Entries are due February 22, 2018.

Website: www.worldof7billion.org/student-video-contest/

National Geographic Bee

The contest is designed to encourage teachers to include geography in their classrooms, spark student interest in the subject, and increase public awareness about geography. Public, private, and home-schooled students, as well as Department of Defense Dependents Schools, in grades 4 through 8 are eligible for this challenging test of geographic knowledge.

Deadline: Registrations are accepted through January 26, 2018.

Website: www.nationalgeographic.org/bee

Apply for a Grant



Meemic Foundation Traditional Grant

Need funding for a classroom field trip? Looking for flexible chairs for your students or perhaps support for your STEM initiatives? Whatever the need, The Meemic Foundation is here to help with many of your special projects! Apply for grant for funding up to \$500 to support your classroom, department, campus or district needs.

Deadline: March 30, 2018

Website: www.MeemicFoundation.org/Traditional

Japan Foundation Center Grants

The Japan Foundation’s Center for Global Partnership (CGP) awards 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. Grants may fund support of teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded.

Deadline: Grant applications are accepted year-round.

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

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Skoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the

intention of offering activities to all students in the school building.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

Website: www.chefannfoundation.org/programs-and-grants/project-produce

McCarthy Dressman Education Foundation Grants

The McCarthy Dressman Education Foundation offers Academic Enrichment Grants designed to develop classroom and extracurricular programs that improve student learning. The foundation considers proposals that foster understanding, deepen students’ knowledge, and provide opportunities to expand awareness of the world around them.

Grants up to \$10,000 are awarded.

Deadline: Online applications are accepted January 15 through April 15, annually.

Website: mccarthydressman.org/academic-enrichment-grants/

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: www.captainplanetfoundation.org/grants/ecosolution

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established to promote aerospace education throughout classrooms and units. Applications are judged by the importance and the impact the selected aerospace activity will have on students.

Grants up to \$250 are awarded.

Deadline: Applications are due February 10 and October 10, annually.

Website: www.afa.org/afa/informationfor/teachers/k12grants/airforcejuniorrotcgrant

Lighting a Fire in Kids

by Chris Gleason, 2017 Wisconsin Teacher of the Year

Patrick Marsh Middle School
Sun Prairie Area School District

When I was a young teacher, I didn't think about student engagement. Survival was my primary goal. I was happy if I was able to get through my content while the kids sat quietly. After some time, I began to realize that engagement is more than kids just sitting quietly while words wash over them. Engagement is messy. Engagement at times can be rambunctious, exciting, and yes, loud. It's not the message we give that is important; rather, it's the message received that is vital. As educators we must consider the perspective of the learner and arm ourselves with the best research in order to engage our students.

In Daniel Pink's book *Drive*, he makes the case against external rewards and punishments, which he refers to as "carrots and sticks." He shows how current businesses and schools still operate on "Motivation 2.0," or the idea that the way to improve performance, increase productivity, and encourage excellence is to reward the good and punish the bad (*Pink 19*).

Four decades of research has shown that this is not what motivates people. In spite of these findings, our schools still use this system of operation. Gold stars, food treats, verbal praise, and grades are used as extrinsic motivators. Rewards and punishments are two sides of the same coin; they try to coerce children into doing what is wanted.

As an instrument music educator, I am often asked, "how do you get kids to practice?"

When I first began teaching I did what I knew — practice charts. I'll never forget the first time I collected my student's practice charts. As I walked past Charlie's music stand, I noticed him furiously writing down "20" in every box followed by a quick forgery of his father's signature. This is not the sort of outcome I had intended. With all the best intentions in mind, I summoned Charlie to my office and promptly called his father.

Sure that this would lead to a positive outcome, I proclaimed, "sir, your son just lied on his practice chart and forged your signature." To which his father replied, "no, I signed that this morning." Needless to say, I learned that not only would students lie about practice, but so would the parents. At that point I began to see that my students would do the minimum amount of work needed just to get the grade. It was obvious that requiring practice time charts would not work, so I resorted to candy and stickers to reward kids for practice. And again I learned quickly that this led to students asking, "what do I get if I practice five extra minutes?"

So how DO we encourage practice? Through real engagement.

I tap into the desire and natural human need to direct our own lives, to learn and create, and to do better. "The reward is the activity itself —

deepening learning . . . doing one's best — there are no shortcuts" (*Pink 51*).

I operate around Pink's three elements to intrinsic motivation: Autonomy, Mastery and Purpose. Autonomy means that I allow students to have a say in what they do, when they do it, and how they do it. Mastery means that I help students become better at something that matters. And purpose means that I help my students find a cause greater and more enduring than themselves.

I teach the students that talent is not born, but rather is created.

I show them what myelin looks like and how it wraps the neural circuits in the brain. I emphasize that to become good at any skill, you must put in time — patience is key. However they need to do what Coyle defines as "deep practice" to get the best results. My goal is to show them the science behind "talent." I want them to truly understand WHY practice is important. We look at examples of professionals in many skill areas, how they strive for mastery and what keeps them going. We learn HOW to practice by going over the concept of "deep practice." Students help to create their own goals and assignments and to reflect on progress each week. Students are also asked to reflect on how their own progress benefits the entire ensemble.

Is it possible to light a fire in our students? Yes. In fact, students begin school naturally



curious. As Sir Ken Robinson states, "Curiosity is the engine of achievement." Our goal as educators should be to nurture this curiosity — to fan the flames. By considering perspectives, utilizing research, and promoting autonomy, mastery, and purpose, we can light a fire in kids.

Chris Gleason is an instrumental music teacher and band director at Patrick Marsh Middle School in the Sun Prairie Area School District.

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Wisconsin's Leaders in Education 2017

Lakeland's Szews honored as WI Assistant Principal of the Year

Lakeland Union High School's Justin Szews has been named the 2017 Assistant Principal of the Year by the Association of Wisconsin School Administrators.

Szews came to LUHS in 2008 as its dean of students and activities director, in the latter role to replace retiring Al Wooldridge. He acquired the assistant principal duties the second year, with the past four years strictly as assistant principal.

Szews had some advice for educators eyeing leadership roles such as his:

"You can get yourself very bogged down if you don't focus on what's best for kids, because there's a lot of decisions that have to be made that are going to make people unhappy. And some that make people very happy. But as long as you base your decisions on what's best for kids, it comes out in the long run on the positive side."

Fall 2017, Volume 3



RHS Teacher Named Global Educator of the Year

Linda Goldsworthy, a social studies teacher at Rhinelander High School, is the recipient of the second annual Global Educator of the Year Award. She was nominated for the award for helping her students learn about the interconnectedness of the world through her classroom teaching and travel abroad opportunities. The nominating statement noted that, "Linda teaches events and issues through multiple, usually conflicting, views. By examining different points of view, Linda's students develop the skills of searching for and taking in other perspectives, especially those of people whose voices are often lost in the traditional curriculum."

Winter 2017, Volume 2

Karen Grieve is the 2017 Wisconsin School Counselor of the Year

School Counselor for 23 years in the School District of Bayfield, Karen puts her heart, soul, and creativity into her work. Karen is a skilled professional school counselor and leader. She is a positive force in students' lives through creative programming that enhance students learning and overall school climate. The Bayfield Mentor Program is a pillar of our school leadership programming. Karen coordinates this program, along with middle school students, providing social skills lessons alongside elementary children. The weekly meetings are profound and highly valued.

Fall 2017, Volume 3



Five educators are state finalists for Presidential Teaching Awards

- Danielle Carlson, science teacher at Fennimore Middle and High School;
- Rick Erickson, high school science teacher at Bayfield High School
- Sonja Hungness, mathematics teacher at Kromrey Middle School, Middleton-Cross Plains Area School District;
- Kristin Michalski, high school physics, Project Lead the Way, and astronomy teacher at East Troy High School
- Kevin Reese, mathematics and Advanced Placement Calculus and Statistics teacher at Clintonville High School.

Established by Congress in 1983, the PAEMST program recognizes teachers who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning.



Fall 2017, Volume 1

Read the full versions of these Leaders in Education articles at www.teachingtodaywi.com

Wisconsin's Leaders in Education 2017

Two 2017 Principals of the Year Honored

Principal of the Year Daniel H. Westfahl

Brookfield Elementary School,
Elmbrook School District

Under Westfahl's leadership, Brookfield Elementary School has seen improvement in students' reading and mathematics achievement as well as achievement gap closure among student groups. The school's dramatic improvements in student achievement is in part due to a devotion to literacy within his school community. Westfahl developed parent book clubs and schoolwide read aloud sessions to encourage reading; his schoolwide Mindset book club has grown to a districtwide discussion. Additionally, Westfahl's focus on inclusion helps model a school where every child learns something new every day. Assistant Superintendent for Teaching and Learning Dana Monogue remarks on inclusion, saying it "has helped several teacher teams work through difficult student situations that sincerely benefited the students in the end." She indicates that Westfahl provides reassurance, resources, and encouragement because he is unwilling to let others give up on a student.

Spring 2017, Volume 2



Principal of the Year James Murray

Waukesha STEM Academy,
Waukesha School District

The Waukesha STEM Academy opened in 2010, committed to personalized learning for all students. From his initial role as a teacher and project-based learning facilitator to his work as principal and instructional leader, Murray nurtures that vision and mission. "No matter where students are when they enter our doors, our mission is to help every student find success through engagement and to understand themselves as a learner, but more importantly, as a person," he said. His leadership style is "in the trenches" with staff, mentors, parents, and especially students. School staff strive to personally connect with every student daily. This contact enables staff to know each student on a first name basis, spur conversations, help with social and academic difficulties, and diffuse any potential conflicts. With those consistent relationships, students who did not believe they could succeed in school, start to trust that they are in a place where it's safe to take risks in their learning.

Spring 2017, Volume 2



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Wisconsin's Leaders in Education 2017

Brenda J. Scheil, receives the Outstanding Agricultural Education Teacher Award

New Auburn High School's Agriscience Instructor, Brenda J. Scheil, received the Outstanding Agricultural Education Teacher Award during the annual Conference of the Wisconsin Association of Agricultural Educators.

Scheil began her teaching career in 1984 transforming what was an Ag I, Ag II, Ag III, and Ag IV program into a diversified agriscience-based program with 16 course offerings. She instructs Environmental Science (science equivalency credit) along with the newest course incorporated into the program titled, Green Energies, with lessons centering on alternative energies.

Fall 2017, Volume 2



Wisconsin Rural Schools Alliance (WiRSA) Award Winners



2017 Rural Administrator of the Year, Luke Francois

Luke Francois, the district administrator of the Mineral Point School District, like most rural school administrators, Dr. Francois wears multiple hats which are too numerous to name. What sets him apart are the results he achieves.

Starting in 2012 Dr. Francois championed a Stadium Project Committee that has raised approximately \$500,000 of private donations to date. Bleachers were installed this spring and they are close to finally playing games at the "new" school. In 2015, the district received the distinction of being recognized by DPI for demonstrating high reading achievement growth for students with disabilities. 2015 was also the first of three years running the district has been recognized by DPI with a Bronze Health Award.

Fall 2017, Volume 3



2017 Wisconsin Rural Support Staff Person of the Year

Jim Briggs is Albany School District's Maintenance Supervisor. Jim goes above and beyond his job description every single day; this includes nights and weekends. There isn't a day that he is not in our building. Jim greets students at our door every single morning. He always has a positive comment to each student and staff member that enters through that door. He is out there greeting parents and waving to everyone as well. Jim even comes extra early to make sure our couple of students who are there an hour before school are taken care of and he gives them something to do or just sits and talks with them.

The students know that Jim is there for them and that it is a great day to be a Comet.

Fall 2017, Volume 3



2017 Wisconsin Rural Teacher of the Year

Mrs. Kay McLain is an exemplary teacher that brings a multitude of opportunities to the students of the School District of Florence County. Mrs. McLain has served as the district's business education teacher since 1993. During her tenure she has provided instruction at both the elementary and high school levels, and as nearly all rural educators, she has taken on many other roles, wearing different hats in her service to the students and community of Florence County.

Mrs. McLain places a strong emphasis on real-world experiences and opportunities. Each year Mrs. McLain arranges for student internships both within the school, and beyond the school into the local community. Many of her students have been provided an opportunity to explore different occupations and to showcase their skills to local employers.

Fall 2017, Volume 3

Read the full versions of these Leaders in Education articles at www.teachingtodaywi.com

2018 Teachers of the Year! Congratulations!

Genoa City educator named Wisconsin Elementary School Teacher of the Year

In a surprise ceremony at her school, Mary Ellen Kanthack, a fifth-grade teacher in the Genoa City J2 School District, was named Wisconsin's 2018 Elementary School Teacher of the Year.

"Mary Ellen epitomizes professionalism," said Pam Larson, Brookwood Middle School principal in her nomination of Kanthack for a Kohl Foundation Teacher Fellowship. She has facilitated professional development sessions in the district and virtually with teachers from around the country. Kanthack embraces personalized learning in her classroom and is leading a personalized learning pilot in the district. Said to be personalizing instruction long before personalized learning was a movement, she sets goals for individual students and the whole class.

Back to School 2017



Sheboygan educator named Wisconsin Special Services Teacher of the Year



In a surprise ceremony at his school, Matthew W. Miller Sr., an English learner teacher at North High School in Sheboygan, was named Wisconsin's 2018 Special Services Teacher of the Year.

While some would term his teaching style as "relationship building," Miller says he is trying to be a "future builder." He considers every learner a potential leader and tailors instruction to meet students' individual language, leadership, and life needs. In a letter supporting Miller's nomination for a Kohl Fellowship, North High School Associate Principal Eric Spielman said that Miller's "greatest success is the deep, meaningful relationships he establishes with students, staff, families, and the greater Sheboygan community." He added that Miller's role with students extends beyond teacher, to mentor, friend, liaison, and advocate.

Back to School 2017

McFarland Educator named Wisconsin Middle School Teacher of the Year

In a surprise ceremony at her school, Jill Runde, a school counselor at Indian Mound Middle School in McFarland, was named Wisconsin's 2018 Middle School Teacher of the Year.

While at McFarland High School, Runde founded the "Tolerance and Diversity Awareness" improvisational troupe, which had participating junior and senior students performing skits on topics such as bullying, stereotyping, puberty, teen suicide, and drugs and alcohol. At the middle school where she now works, Runde has 55 students who volunteer to be in the "Ambassador" student liaison group for Positive Behavior Interventions and Support. The students make videos, perform skits for assemblies, create bulletin boards, and facilitate "Mix It Up" day lunches to support the schoolwide behavior plan.

Fall 2017, Volume 2



Wausau Educator named Wisconsin High School Teacher of the Year



In a surprise ceremony at his school, Brent Zinkel, a history teacher at Wausau East High School, was named Wisconsin's 2018 High School Teacher of the Year.

Zinkel, who teaches U.S. History I and II and International Baccalaureate (IB) History I, has worked on various school committees that strive to improve educational outcomes for students. He recently led a team of educators that developed vocabulary building activities and content-reading strategies to support struggling students.

A tiered reading activity he developed allowed high-need students to be active in an all-class discussion of landmark Supreme Court cases. His work with the Wausau East Narrowing the Gap Committee resulted in the first Hmong Parent Night, an effort to increase parental participation in their children's education. He also developed a U.S. History curriculum for Hmong students learning English.

Fall 2017, Volume 1

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EconomicsWisconsin rings in the New Year — and EW's 55th anniversary — with a revamped website, thanks to our partnership with the University of Wisconsin (UW)–Milwaukee School of Information Studies. The School's nonprof-It Project enabled a student team to develop and implement a custom-rebuilt website for EW. We also updated our logo and adopted a new tagline: **Train. Teach. Transform.**

Visit us at www.ewwcee.org to see the results!

THE STOCK MARKET GAME



Spring 2017 Winning Team

The Stock Market Game attracts hundreds of student teams each year. Kids in grades 4–12 experience real-world investing and learn how our economic system works. Advisor-led teams of 3–5 students begin with \$100,000 each in their virtual portfolio. Winning teams are recognized at a banquet

and receive certificates. The grand prize is a whirlwind trip to New York City that features a tour of the New York Stock Exchange and several tourist attractions!!

For more information, please visit: www.stockmarketgame.org

STOCK MARKET GAME DATES

► **2018 Spring Session: Feb. 5–Apr. 13 (\$25 per team)**
January 2018: Workshop, Date & Location TBD

► **2017–2018 School Year Session: Oct. 16–Apr. 13**
(Free to play this year; no prizes)

All three Sessions are divided into three divisions:

- Elementary (Grades 4–5)
- Junior High/Middle School (Grades 6–8)
- High School (Grades 9–12)



SPRING BRINGS THE ECON CHALLENGE



The Wisconsin Economics Challenge is back! The annual competition is part of the National Economics Challenge, the only nationwide high-school economics competition. The National Council for Economic Education conducts this fun and **free** program. The EconChallenge brings together advisor-led teams of 3–4 students, who are tested on their knowledge of economic principles, and their ability to apply problem-solving and critical-thinking skills to real-world events.

Face-to-face competitions are scheduled for April 9 (Milwaukee), April 10 (Fox Valley) and April 11 (Eau Claire).

Register online by April 2 at councilforeconed.org/teacher-toolkit

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Economics for Opinion Leaders: Superintendents, School Board & Board of Education Members

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