



Breaking Down the Barriers



School District of Sheboygan Falls

Just like architects designing a building anyone can enter, educators in the School District of Sheboygan Falls are in the business of removing barriers to learning. And now — thanks in part to architecture — they have a new tool to accomplish their goal.

Using an educational framework known as Universal Design For Learning, or UDL, teachers are working on designing lessons that all students can access and understand no matter their individual limitations, strengths or ability levels.

“It’s universally designing your classroom around everyone’s needs,” explained elementary teacher Stacy Dippel. “Equal access to education from the beginning is what it’s all about.”

UDL is rooted in the architectural

theory of universal design. It was developed as an educational framework based on scientific research into how people learn. It calls for curriculum to be designed from the start in a flexible format that accommodates individual learning styles and limitations.

Ann Roy, the district’s director of student services, emphasized that the framework is not just a

new technique or initiative.

“This framework really marries well with any of the initiatives we would consider,” Roy said. “It doesn’t add to the plate. UDL is the plate.”

Sheboygan Falls has been training staff in the approach for the past three years after being recommended for a three-year grant from the Wisconsin Department of Public Instruction. After forming a district team, team members traveled to districts around the country to observe

their staff at work and also received training from experts in the field.

The team was required to identify barriers to learning district wide, set learning goals, and gather data on the results. At the end of each year, the team prepared a video

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Climbing to Success

Emily Neubauer
Communication Manager
Racine Unified School
District

Nathaniel Patrick can feel the heat as he climbs the ladder. Once he’s at the top, visibility is low. There’s smoke everywhere. He breaks the window, climbs inside and starts searching.

“Fire department, call out!” Patrick yells as he scrambles across the floor, arms moving in a swift motion, searching for a sign of life.

“I found him,” he calls. “It’s a rescue.”

In seconds, Patrick is climbing back through the window and down the ladder. Once on the ground, his drill is complete.

Patrick, a Case High School student, along with his classmate and friend Brandon Cruz are both interns for the South Shore Fire Department. The South Shore Fire Department recently began an internship program with Racine Unified School District, and these two Case High School eagles are the first recruits.

“It is a pretty incredible opportunity,” Patrick explains as he stands in full firefighter gear waiting for the next drill. “The fact that I am out here, with these guys, in this gear, learning first hand what it takes



to be a firefighter — and I am only in high school — I can’t ask for much more than that.”

The internship was started by South Shore Fire Department Chief Robert Stedman last fall. Lt. Scott Brauer was high right-hand man in making it happen.

“It is a pretty incredible opportunity,” [Nathaniel] Patrick explains as he stands in full firefighter gear waiting for the next drill. “The fact that I am out here, with these guys, in this gear, learning first hand what it takes to be a firefighter — and I am only in high school — I can’t ask for much more than that.”

“The chief wanted to give high school students a chance to experience life as a firefighter,” said Lt. Scott Brauer of the South Shore Fire Department. “So, we started to get the pieces together.”

Their internship started in January.

“I always have been interested in firefighting. One day I saw some firefighters at an active scene and I said that’s what I want to do,” Cruz said.

Patrick had recently gained an interest

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U.S. Department of Education Green Ribbon Schools Applications

Wisconsin participates in the U.S. Department of Education Green Ribbon Schools program. Schools, districts, and early learning centers seeking nomination must submit an online application by December 1 each year. Applications are reviewed each winter, and winners are announced close to Earth Day each spring.

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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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Students Feed the PBIS Pig at Clinton Elementary School

Learning Financial Literacy and PBIS Skills



Teresa Pickarts, 3rd Grade Teacher
Clinton Elementary School

Students in the third grade in Teresa Pickarts room at Clinton Elementary are learning financial literacy skills while reinforcing positive choices in the schools PBIS system in her farm-themed classroom. Pickarts developed the "Feed the PBIS Pig" to address her desire to help her students make choices that are responsible, respectful, and safe while learning about financial literacy, a third grade economics standard. Students earn actual money for positive choices in the classroom

and determine how they will spend, share, and save their money. Mrs. Pickarts said, "An entry level math test revealed skill gaps in counting money in my classroom. In third grade our economics unit includes learning about budgeting so I designed the "Feed the PBIS Pig" program to teach the class how money is earned and consumers make choices to save,

share, or spend that money while reinforcing our PBIS goals." Pickarts evaluated student's ability to count money and hired students as bankers who had strong math skills. Students can earn up to 5 cents a day and students are required to trade their coins at the end of the day to develop math literacy. Every Friday students go to the store to see what inventory is available and have to decide whether to save their money for a more pricey good, will spend their money on smaller less expensive items, or share their money collectively

for a classroom reward or community service project.

Pickarts, "Our class is learning to make good consumer choices, including saving long term, the benefit of sharing toward a community goal. Plus they are learning how to count coins, fill out bank deposit/withdrawal slips, and learning about decimals a 4th grade skill." As the year progresses students will learn

to write checks, invest in stocks and most importantly students are learning the value of positive PBIS choices.

www.clinton.k12.wi.us
(608) 676-5482



FINANCIAL LITERACY RESOURCES



Practical Money Skills for Life

A free Web site designed to help educators, parents and students practice better money management for life.

Website: www.practicalmoneyskills.com/index.php

National Endowment for Financial Education

NEFE's High School Financial Planning Program® (HSFPP) is a free turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens in Grades 8-12.

Website: www.hsfpp.org/

Money Math: Lessons for Life

A four-lesson curriculum supplement for middle school math classes, teaching grade 7-9 math concepts using real-life examples from personal finance.

Website: www.treasurydirect.gov/indiv/tools/tools_moneymath.htm

Money Talks

Money Talks for Teens is a bilingual (English/Spanish) money management curriculum aimed at teens 14-18 years old and the adults who work with them.

Website: moneytalks4teens.ucanr.edu/

Gen i Revolution

A free online personal finance game for middle and high school teachers and their students. "Gen i Revolution" is based on the 'Learning, Earning and Investing' Program, as well as content from 'Your Credit Counts' and 'Financial Fitness for Life.'

Website: www.genirevolution.org/

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Student Entrepreneurs Step Outside Their Comfort Zone to Earn Start Up Funds

Michelle Rothmeyer, contributing writer for D.C. Everest Schools

Last January, fifteen eighth graders pushed aside their doubts and quelled their nerves to pitch their business ideas in hopes of being awarded startup funds from a roundtable of area business leaders gathered for the “Shark Tank” at the D.C. Everest Junior High. “These students stepped outside of their comfort zone,” noted business education teacher Jim Dahlgren. “It can be unnerving to stand before a panel of business leaders and

pitch your own idea.” The students originally presented their business ideas to their Today’s Business classmates. Those who participated in the Shark Tank did so voluntarily, but Mr. Dahlgren noted that, “some of them didn’t think their business idea was worthy, but their classmates did. With a bit of support and encouragement their classmates were able to convince them to compete in the Shark Tank.”

Throughout the four-hour event, a number of things become clear: these students may have been nervous, but they were savvy. Each of them developed a product based on “gaps” they’d identified for their age group. They had a surprising grasp on the importance of differentiating their product and company, a deep understanding of the variables that go into product pricing and were clever in their use of packaging and digital and social media marketing. And they

each had definitive lists indicating how their requested funds would be used to advance their idea.

The “Shark Tank” business panel represented a wide swath of the local business community. The panel’s comments were insightful and encouraging, while their questions challenged students to think about how they could take things to the “next level” be it FDA considerations, labeling, packaging, marketing or pricing.

One of the hottest business trends at the event was affordable personal care products made from organic, natural ingredients. M and L Beauty Care was founded by Tyanna Lo and Janessa Moua when they were just eight years old. They began making lotions, bath and lip balms because they didn’t like how store-bought products make their skin feel and “we never knew what to get our family for the holidays, so we started making lip balms as gifts.” After researching options online, they started making fizzy citrus bath balms that colored the water without staining skin.

Emily Novotny established Treat Your Self to provide an affordable spa experience at home. “Teens get stressed and need time to relax and treat themselves with natural and organic products,” she noted. While customers can customize products and choose their own scent and color, Emily recommended rosemary and mint for muscle relaxation.

Riley Zuleger and Hanna Rickert pitched Bling Balm — a lip balm with a chain and charm at the bottom of the tube. “We want girls to bring their bling out. It’s all about giving them confidence so they know that it’s what’s inside that counts. All of us are different and beautiful.”

Vanessa Wolfe’s proposal focused on a popular trend — customized scented slime. She’s been making the slime in her basement and selling about 30 containers per month. With funds from the Shark Tank, she hopes to expand her inventory and begin selling the slime at the student-led DECA Depot shop.

One of the Shark Tank panel members, Randy Fifrick, had critical advice for Parker Czerwinski who was seeking investment funds for his custom fishing lure business. A competitive fisherman, Randy recommended Parker pass out samples of his lures to competitive fishermen, seek their input and then sell the custom product at sports shows and farmers markets. “They will come and find you,” he noted. “Bring your expertise to the table and show them what you have,” he suggested.

Ellery Patridge’s Beta Jewelry pitch



Tyanna Lo and Janessa Moua began making personal care products when they were eight as gifts for family members.



Austin Nikolai began selling pumpkins and gourds with his dad and hoped that Shark Tank funds would help him expand his business so he could offer sought-after white and blue pumpkins.

FINANCIAL LITERACY RESOURCES

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Building Wealth

A personal finance education resource which presents an overview of personal wealth-building strategies that includes setting financial goals, budgeting, saving and investing, managing debt, and understanding credit reports and credit scores.

Website: www.dallasfed.org/microsites/cd/wealth/index.html

Wall Street Survivor

Investment simulation for students to learn how to “invest in the best stocks” and get educated on the stock market in a fun and simple way.

Website: www.wallstreetsurvivor.com/

Money Factory

Designing and creating money is a very involved process. Discover what happens at the U.S. Bureau of Money and Printing.

Website: kids.usa.gov/watch-videos/money/money-factory/index.shtml



Money As You Grow

Try these activities and conversation starters to help your children develop money skills, habits, and attitudes that can serve them well as adults.

Website: www.consumerfinance.gov/money-as-you-grow

EconEdLink

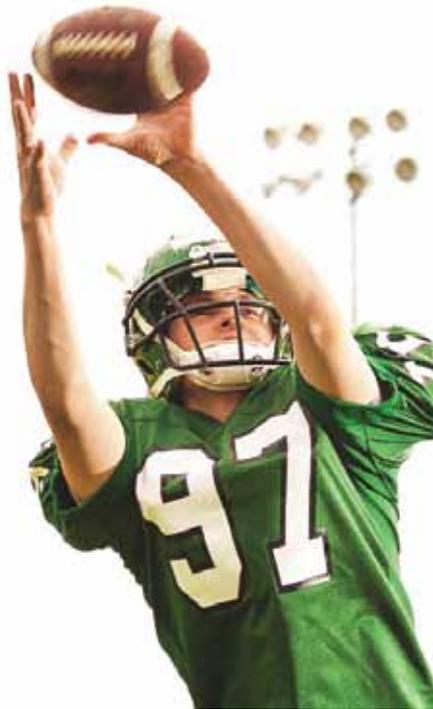
A Thinkfinity resource created by the National Council on Economic Education.

Website: www.econedlink.org

www.dec.k12.wi.us
(715) 359-4221



Game Day Nutrition — Fueling Up for Performance



By Mikayla Laue

If you ask adolescent athletes what their diet consists of, it can be hypothesized that many of them eat whatever they want throughout the day and especially after a practice or a game. Many young athletes don't realize, however, that the food they put into their bodies is the fuel that can drive them and their teammates to running the winning play, shooting the buzzer beater, or competing the state championship. While it is true that athletes do work their bodies sometimes to the point of failure, that does not mean that they can necessarily eat anything they wish just because they worked hard that day.

Nutrition as a whole can be a very overwhelming topic to tackle when trying to make a meal plan for oneself or others. A more simple way to break down nutrition, is into macro and micronutrients. The three macronutrients are carbohydrates, proteins, and fats. Micronutrients are classified as vitamins and minerals.

To get even better benefits from the food you eat, your intake of carbs, proteins, and fats, can be broken down into pre-game, during game, and post-game meals. Before competition, it is suggested that the pre-event meal be eaten 3–4 hours before the event and should consist of 150–350 grams of carbohydrates. Examples include pasta with chicken and vegetables, a turkey sandwich, or trailmix with nuts and raisins. For events that last over an hour, it is suggested to have a quick snack, during halftime, for example this could include carrots, fruit with peanut butter, or a granola bar. After competition, athletes should avoid binging on greasy, heavy foods. Instead they should look to refuel with high-carb foods (bagels, pasta, or yogurt) along with a small amount of protein.

One of the essential macronutrients for helping athletes build muscle is protein. During the season, athletes should be focused on maintaining the muscle mass they currently have, rather than trying to gain more. A good guideline for athletes when trying to get enough protein in their diets is the EAT guidelines.

- Eat breakfast.
- Add carbohydrates and protein to post-exercise meals,

- Toss the supplements. (Some supplements may be appropriate, but athletes should not be counting on a supplement to be their total protein source.)

A good breakfast, if available to the athlete can consist of foods with carbs and proteins such as eggs, milk, and yogurt. Post-exercise, some examples of protein and carb rich foods could include a grilled chicken sandwich, a peanut butter sandwich, or Greek yogurt with

granola.

The third macronutrient that is essential in anyone's diet is fat. We rely on fat as fuel for exercises that last for a longer amount of time. Fat in our diets also helps protect our brains and our nerves to help them function at their best. About 20–30% of an athlete's diet should be from fat. With that being said, there aren't very specific

guidelines for game day fat consumption. Athletes should be aware of eating large amounts saturated fats. Saturated fats do not fuel the body and can lead to problems later in life such as diabetes, heart disease, and even cancer. Some foods that are recommended with an appropriate fat content include skim milk, string cheese, cottage cheese, yogurt, turkey bacon, baked chicken (no skin), and fruit.

While every athlete is different and every sport demands different things from each athlete, every athlete still needs to be properly fueled in order to perform at their best. By following these simple guidelines, athletes are hopefully setting themselves up for a lifetime of healthy eating habits.

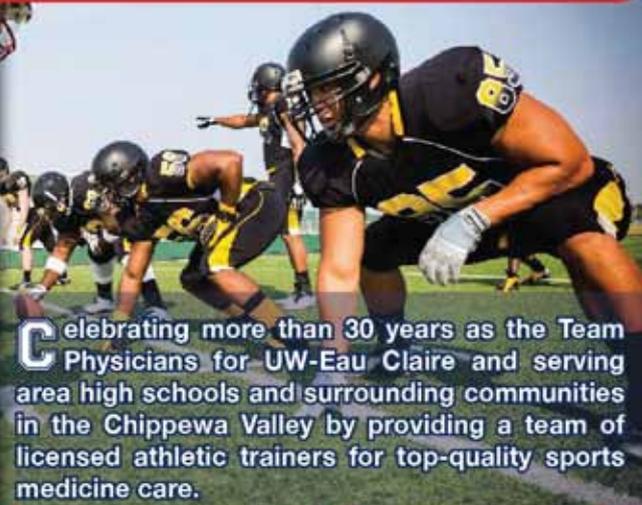
Sports Nutrition Guide. (2014).

Retrieved from www.usada.org/resources/nutrition/

Reprinted from Sports RX, Fall 2018, the newsletter of CVOSM.



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- 1. Manage your money like you mean it.** Set up a budget and stick to it. Make a list of your financial priorities and be sure not to spend more than you earn.
- 2. Delete debt, build credit.** Recognize good debt from bad. Pay attention to interest rates on things from student loans, to credit cards and mortgages.
- 3. Secure your lifestyle.** Learn the important role insurance plays in protecting your financial picture.
- 4. Listen to your elders.** Find a mentor and learn from their experiences. Often the fundamentals of money management are the same regardless of your age.
- 5. Shore up for emergencies** because stuff happens. Work toward building an emergency savings fund by starting small and starting now.
- 6. Start saving for retirement now.** Yes, we said retirement. In your 20s you have time on your side. Understand the value of compound interest and how you can benefit.

Want more tips? Read Emily's article in the Fall 2017 edition of *your\$* magazine:

weabenefits.com/yours



Emily Piehl
School District of
Wisconsin Dells



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“Associate yourself with men of good quality if you esteem your own reputation; for 'tis better to be alone than in bad company.”

— George Washington

Breaking Down the Barriers Continued From Page 1

to demonstrate how the district was using the framework in the classroom.

The grant was just extended for another year. UDL has been the focus of staff development for the past couple of years and teachers are now ready to start explaining the framework and how some things like learning environment, assessments and daily activities might look different to the parents and the community.

Dippel has been a member of the district's UDL team from the start. Using UDL to create a lesson means designing multiple ways for students to access material and prove their mastery, she explained.

She used a social studies lesson as an example of how to reshape it using UDL principles. In the past, students might be expected to read a lesson in a textbook to learn about a person or event from the past. Now, because student reading levels differs, she offers them a variety of approaches to access the material. In addition to the textbook, there may be a video they could watch or an audio recording they could listen to.

In the past, students might have had to read a worksheet and put the events in the correct chronological order in order to prove that they understand the lesson. Now there may be an option to draw a comic strip depicting the events, write down the events in order or create something else.

Because students are allowed to choose ways to learn, it increases their interest and enthusiasm, Dippel says.

“Their engagement level rises. Their critical thinking level increases,” she said. “I really see them more engaged and reflective.”

Using UDL also helps students understand that learning is a process and that failures are part of that process. She teaches her students “the power of yet” and the idea of realizing that “you’re not there yet but you will get there eventually.”

“I tell them ‘No one runs the race and

gets there at the same time’” Dippel said.

Because this is a more focused and purposeful way to present instruction, Roy said that the district team recognized early on that teachers would need a lot of support to use UDL effectively. This year, Dippel and Sheboygan Falls High School social studies teacher Mark Thompson are acting as coaches for their fellow teachers. Each day, they split their day between teaching their students and working with their peers on UDL.

Thompson said he found the example of building a building that everyone can access very helpful as he first learned about UDL. He carried the architectural reference further by talking about the digital “supports” he has built into his lessons to help students access material.

In addition to explaining the lesson in class, he can post a video demonstration of the lesson online or add class notes. When students need to demonstrate that they have learned the material, he gives multiple options including oral presentations, written reports or videos.

“A lot of the things we’re doing are not new things,” Thompson said. “It’s just taking the time to plan and put them together at the start of planning.”

Roy believes UDL is “revolutionizing” education in the district.

“I see UDL as the key piece behind looking at every student’s needs,” she said. “This is not a special education initiative. Every child has barriers. This is about students figuring out, ‘How do I best learn?’ and, ‘How do I stay engaged.’”

Because without barriers to learning, there are no limits either.

sheboyganfalls.k12.wi.us
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Climbing to Success Continued From Page 1

in the profession and the two applied to the program with help from their teachers.

So, every day from 7–10 a.m. Patrick and Cruz can be found at their respective fire stations where they observe, ask questions, participate in drills and tests and get hands-on experience with experienced professionals.

“It’s really an awesome experience,” Patrick said. “It’s going to help me out so much because I learn a lot and I am already ahead of anyone else my age that would be interested in being a firefighter.”

In the future, Brauer hopes the program will expand to include three students.

“You can say ‘I want to be a fireman,’

but maybe you don’t want to do the two years of schooling or maybe you are not getting the medical field and the terminology,” said Brauer. “It helps you realize sooner if this is something you want to do.”

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GREEN CONTESTS & GRANTS



ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities. Ideal projects are youth-led, project-based, and integrate technology to address an environmental problem that results in real, demonstrable environmental outcomes. The foundation does not provide funding for applications that simply add iPads, tablets, or other smart devices to a project. Preference is given to requests that have secured matching or in-kind funding.

Grants up to \$2,500 are awarded.

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

Website: captainplanetfoundation.org/grants/ecotech

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. Eligible applicants include nonprofit organizations and schools with an annual operating budget of less than \$3 million. Grants support the purchase of materials and other expenses required to implement the project. Preference is given to projects that have secured matching or in-kind funding. Applications must be submitted online.

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

Environmental and Science Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources. Local

facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted year-round.

Website: www.wm.com/about/community/charitable-giving.jsp

Recycle-Bowl: K-12 School Recycling Competition

Registration is now open for the Recycle-Bowl competition for all elementary, middle and high schools. The competition will be held October 15 to November 15. Recycle-Bowl is separated into three divisions, the School Division, the Community Division and the Open Division. Schools may choose to register for any of the three, based on eligibility requirements, collection practices during the competition, and the school's ability to meet division standards.

Deadline: Register by October 12, 2018.

Website: www.kab.org/our-programs/recycle-bowl

Trex Plastic Film Recycling Challenge

K-12 schools are invited to enter the Trex Plastic Film Recycling Challenge where they will compete against other schools to recycle the most plastic film. The challenge begins each year on November 15, America Recycles Day, and ends the following April 15.

Website: www.trex.com/recycling/recycling-programs

Earth Science Week Contests

The American Geological Institute (AGI) is sponsoring four national contests for Earth Science Week, October 14-20, 2018. The video, photography, visual arts and essay contests allow both students and the general public to participate in the celebration, learn about Earth science and compete for prizes.

Video — Open to all ages, the contest theme is “Earth Expressions”

Photography — Open to all ages, the contest theme is “Inspired by Earth”

Visual Arts — Open to students in grades K-5, the contest theme is “Earth and Art”

Essay — Open to students in grades 6-9, the contest theme is “Finding ‘Art’ in Earth”

Deadline: Entries due by 5 p.m. October 19, 2018.

Website: www.earthsciweek.org/contests

World of 7 Billion Video Contest

Back by popular demand, the World of 7 Billion student video contest helps you bring technology and creativity into your middle and high school classes. The contest challenges students to create a short video connecting world population growth to one of three global challenges: preserving biodiversity, sustainable resource use, or human rights. Students

can win cash prizes (featuring 80+ new prizes this year!), and participating teachers will receive free curriculum resources.

Deadline: The deadline for submissions is February 28th, 2019.

Website: www.worldof7billion.org

Goddard Prize for Environmental Conservancy

The New Leaders Initiative, a program dedicated to identifying, supporting and sustaining young environmental leaders is honored to administer the Goddard Prize for Environmental Conservancy. The Goddard Prize will be awarded multiple times a year to enterprising young people who are pursuing environmental projects, and who are looking for funding to bring their ideas to the next level.

Deadline: Applications accepted on a rolling basis.

Website: tinyurl.com/ydec7nu8

U.S. Department of Education Green Ribbon Schools Applications

Wisconsin participates in the U.S. Department of Education Green Ribbon Schools program. Schools, districts, and early learning centers seeking nomination must submit an online application by December 1 each year. Applications are reviewed each winter, and winners are announced close to Earth Day each spring.

The award recognizes schools, districts, early learning centers, and IHEs that:

- Reduce environmental impact and costs;
- Improve the health and wellness of schools, students, and staff; and
- Provide effective environmental and sustainability education.

The online application is the same one used for Green & Healthy Schools Wisconsin. The application can be completed over time and not all questions need to be answered.

For questions, contact Victoria Rydberg, DPI Environmental Education Consultant at (608) 266-0419.

Website: eeinwisconsin.org/Net/Content/go.aspx?s=110993.0.0.2209

Carbonally Challenge

Carbonally offers individuals and groups a fun, simple and social way to have an impact on energy consumption and climate change. Form a Carbonally team at your school and compete against teams from around the world to see who can reduce their carbon footprint the most.

A Carbonally team can be a class of students, an after-school science club, or any other group of kids who want to make a difference. Open to ages 13 and older.

Website: carbonally.com

Garden for Wildlife Photo Contest

We are seeking photographs that illustrate the faces of Garden for Wildlife through striking, colorful images showcasing the impact of habitat gardens on wildlife and people—in urban, suburban, and rural settings, and on land, in the air, and in water.

Deadline: Submit your photographs now through October 12.

Website: www.nwf.org/Garden-for-Wildlife/About/Photo-Contest

YSA Everyday Young Hero Award & Grant

Everyday Young Heroes are young people, ages 5–25, who are improving their communities through service to others and making significant progress in achieving the UN's Sustainable Development Goals. Each week, the YSA Team selects one young person to receive this honor.

The young person and their nominator are notified via email upon being selected as an Everyday Young Hero. The Hero receives a congratulatory letter, a certificate of recognition, and is highlighted in YSA's newsletter and on social media, raising the profile of his or her good work.

This year, thanks to generous support from Newman's Own Foundation, YSA will also select 12 winners — one per month — to receive \$250 grants to continue and expand their project.

Deadline: Nominations are accepted on an ongoing basis.

Website: ysa.org/awards/eyh

John Muir Youth Award

The John Muir Youth Award aims to encourage people to not just learn about, but to become involved in conservation and the protection of wilderness and biological diversity. It accomplishes this aim through a five-step discovery process to explore, enjoy, study and celebrate wild landscapes and wildlife.

The John Muir Youth Award program is non-competitive, educational, and fun! Every student successfully concluding the criteria for the award, as approved by their teachers or other youth leaders and the Sierra Club John Muir Education Committee, will be sent a certificate recognizing their accomplishment from the Sierra Club. The real reward, however, is the opportunity to learn more about wilderness and a “wilderness hero” who still captures the hearts of millions of people in America and around the world!

Website: vault.sierraclub.org/john_muir_exhibit/default.aspx

Gateway One of Six Colleges Nationally to Obtain Green Ribbon Status

Sustainability And Health Meet On Green Walking Maps

Gateway Technical College is committed to sustainable practices that positively affect students, staff, and the surrounding community.

Gateway signed onto three different efforts to demonstrate its support for strong climate action: American Association of University and College Presidents' Climate Commitment (now known as the Carbon Commitment), The American Campus Act on Climate Pledge, and the Second Nature Climate Leadership Commitment. Since 2009, Gateway has achieved a gradual reduction of 25 percent of total emissions.

Accordingly, every Gateway campus includes some form of renewable energy – a mix of wind, solar, and geothermal. All new buildings and expansions are constructed to LEED Silver standards. Gateway has installed highly efficient LED lighting in all remodels and retrofits, achieving 50 percent savings in electricity and helping to lower cooling costs. New lighting installations also include enhanced controls and daylighting. The entire college telephone system is on a centralized voiceover internet protocol (VOIP) system that is much more energy efficient than separate systems at each location.

On the Kenosha campus, rain sensors tie into the irrigation systems so that sprinklers do

not operate when there is already enough moisture in the soil. New landscapes, such as those related to building expansions, use drought-tolerant species in place of high-maintenance turf grass to reduce the need for watering, and some high-maintenance areas have been converted into areas of native prairie grass. A portion of the Racine Campus Technical Building has a 4,100-square-foot green roof designed to mitigate runoff.

The college encourages students and faculty to drive efficient vehicles. Preferred hybrid car parking spaces are available at all facilities. The horticulture department uses a small electric vehicle to move plants and supplies. All campuses have bicycle racks, and two campuses have been connected to city bicycle pathways.

The college aggressively recycles 90 percent of computers, monitors, printers, fluorescent lamps, and other electronic equipment. A green printing initiative reduced the amount of printer paper purchased by 53 percent. The college has established guidelines for ribbon cuttings, groundbreakings, and other events that help to minimize their environmental footprint.

All campus buildings have automation systems that regulate comfort conditions according to programmed settings as well as control humidity. Building environments are maintained rigorously to create safe and healthy environments for all occupants and visitors, especially

those with special sensitivities such as allergies and asthma. Campus grounds and building exteriors are maintained using a minimum of chemicals and, where treatments are necessary, using the most environmentally benign products consistent with effectiveness.

Gateway is one of only 32 employers to earn the Wellness Council of America (WELCOA) Well Workplace Gold Award for results-oriented wellness programs, earning it in 2010 and then again in 2017. The college recently initiated a free on-campus health clinic, providing health care quickly, affordably and efficiently to staff members. The on-site nurse practitioner and nurse provide health and wellness coaching to staff, as well.

Gateway's Urban Farm provides fresh food every Thursday during the growing season on its Kenosha campus. The farm is run by Gateway students. Many of the foods grown there are organic, and efforts are made by staff and students to keep those gardens pesticide-free. Healthy eating and weight management programs include on-site Weight Watchers meetings and special seminars and contests.

A nature trail with exercise stations is located on a natural prairie with a pond on the Elkhorn campus. The College's wellness website provides maps of each campus showing suggested walking routes and specifying their distances. An initiative of the college to combine

sustainability with physical activity resulted in "green" walking maps for each of the college's three main campuses. These maps point out the locations of various sustainability features of the campuses, whether environmental (natural) or a college initiative (facilities or program related).

Other outdoor learning areas include the Brookhouse Arboretum, which was developed in 2015-16 next to the Pike Creek Horticulture Center in Kenosha, and now includes 54 trees. An outdoor classroom between the arboretum and the urban farm allows classes to spend more time outdoors and also is available for community activities.

The Gateway commitment in these areas is embodied by the Center for Sustainable Living, a 1,884-square-foot house, outbuildings, and gazebo on the Kenosha campus that together provide an sustainable backdrop for project-based, interdisciplinary learning. The Center's key functions are to provide a living and learning laboratory for students and a meeting place for staff; enable outreach to the community through tours, workshops, group activities, and meeting space for green-focused organizations; and support outreach to kindergarten through 12th grade school districts through field trips and hands-on projects. Instructional offerings at the center cover sustainable practices includ-

Continued on Page 13



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Careers in Energy

Lineworker

Lineworkers install and repair cables, wires and other critical transmission and distribution equipment that help power homes, businesses, hospitals, schools, etc. Other common titles include: Line Installer and Line Technician.

Skills required for a lineworker:

- Install necessary equipment on poles.
- Climb poles or use truck-mounted buckets to reach equipment.
- Identify defective devices such as fuses, switches, and wires.
- Safety and use of safety equipment is critical; poles and towers have very high voltages of electricity.
- Inspect and test power lines and other equipment using special reading and testing devices.
- Lay underground cables.

Lineworkers also need to:

- Show a good natured, cooperative attitude.
- Work well with others.
- Listen and understand customer needs and how to meet them.
- Be able to be on your feet for a long time.
- Not mind heights or working outdoors.

What's the future?

The future of lineworking is in Smart Grid Technology. The "Smart Grid" consists of devices connected to transmission and distribution lines that allow utilities and customers to receive digital information and communicate with the grid. These devices allow a utility to find out where an outage, or other problem, is on the line as well as fix the problem in some circumstances.

Median Annual Lineworker Salary: \$69,380

Utility Technician

Utility Technicians include jobs like Electricians, Boilermakers, Instrument and Control Technicians, Substation Mechanics, Relay Technicians, Meter Technicians, Natural Gas Service Specialists, Solar Thermal Installers and Technicians and Energy Auditors. These jobs provide hands-on work opportunities including installation of equipment, monitoring equipment performance, troubleshooting problems and repairing equipment. Overall, you would be in charge of making sure machines, mechanical equipment, and buildings are working properly and in good condition. If you are good at fixing things, this could be the job for you!

Maintenance and Repair Skills:

- Inspect things like motors and belts, fluid levels, and filters.

- Take apart machines, then repair and replace parts using hand or power tools including hammers, saws, drills, wrenches, and measuring instruments as well as hoists and cranes.
- Use repair manuals to determine and fix problems.
- Keep track of the work you've done.
- Do preventative maintenance on machines, mechanical equipment and buildings, including inspections and testing, installation of new wiring, electrical components, piping and plumbing, machinery and equipment.

Utility Technicians also need to:

- Be good listeners and be curious about how things work.
- Solve problems and not be afraid to ask questions.
- Concentrate for a long period of time without being distracted.
- Know how to manage their time.
- Be able to stand and kneel in small places.
- Obtain a Commercial Driver's License (CDL).

What's the future?

The future of utility technician work is summed up in one word: technology. The technology used in power plants, substations, the smart grid, and other energy infrastructure is constantly advancing within the utility technician's line of work. It is essential to keep your skills sharp in the field to be an integral part of all that is happening in the energy field! Some emerging utility technician careers in renewable energy include Solar Thermal Installer and Technician and Wind Turbine Technician. These require the same skills as detailed under Utility Technician, but will require learning new materials and technology.

Median Annual Utility Technician Salary: \$49,450

Plant Operator

Plant Operators are in charge of operating and controlling the equipment that generates power in coal, nuclear, gas and other power plants.

Plant Operator Skills:

- Monitor and inspect power plant equipment and indicators to detect evidence of operating problems
- Adjust controls to generate specified electrical power, or to regulate the flow of power between generating stations and substations.
- Operate or control power generating equipment, including boilers, turbines, generators, and reactors, using control boards or semi-automatic equipment.
- Regulate equipment operations and

conditions such as water levels, based on data from recording and indicating instruments or from computers.

- Take readings from charts, meters and gauges at established intervals, and take corrective steps as necessary.

Plant Operators also need to:

- Be curious about how things work.
- Solve problems, and not be afraid to ask questions.
- Concentrate for a long period of time without being distracted.
- Be on your feet for long periods of time.
- Work under noisy conditions (hearing protection provided).

What's the future?

Plant operators of the future will be at the helm of tomorrow's cutting edge power plants generating the energy for millions of homes and businesses. From next generation nuclear power plants to clean coal technologies that significantly cut emissions, to the latest natural gas and renewable energy sources, new technologies will mean new skills for the operators who generate the power we depend on every day.

Median Annual Power Plant Operator Salary: \$79,860

Gas Technician

Gas Technicians lay pipe for steam and/or gas mains, and are essential for the smooth operation of both electric and gas utilities. Another common job title is Valve and Regulator Repairer.

Skills Required for Gas Technicians:

- Following the directions of others or written instructions to lay out pipe routes.
- Cut pipes to required size and position them for welding or sealing.
- Connect pipe pieces and joints using welding equipment, cement or glue.
- Cover pipes with earth or other materials.
- Find and repair or replace pipes using special magnetic or radio indicators.
- Be safe and use safety equipment.

Gas Technicians also need to:

- Work with little or no supervision.
- Be patient and willing to stick it out when things go wrong.
- Listen and understand customer needs and how to meet them.
- Enjoy working outdoors.
- Obtain a Commercial Driver's License (CDL).

What's the future?

As new power plants and energy technologies are developed, skilled gas technicians

will be critical to integrate, install, and maintain these technologies to help generate and transmit tomorrow's power supply. Due to its efficiency, cleanliness and reliability, natural gas is growing increasingly popular. Consumption of natural gas will increase 20 percent by 2030, according to the US Department of Energy. The American Gas Association (AGA) states most of the growth in natural gas demand comes from electricity generators, who have turned to natural gas because it is the cleanest-burning fossil fuel and highly efficient. More natural gas means more jobs for gas technicians!

Median Annual Gas Technician Salary: \$41,187

Engineering

Engineers turn ideas into reality. The creative thinking of engineers is essential to our health, happiness and safety. Engineers are behind the scenes of the buildings and infrastructure that we depend on every day, from cars to buildings to computers.

Likewise, engineers are essential in the energy industry by helping improve systems and create more efficient ways to generate, transmit, and use power from the power plant to your home. Engineers are the springboard to the amazing process of creating nuclear energy, designing wind turbines, advancing clean coal technology, and turning biofuels into usable energy. They are adventurous and thrive on trying and finding new ways of doing things.

Types of Engineers

- Electrical/Power
- Mechanical
- Nuclear
- Energy
- Environmental
- Solar Energy Systems
- Wind Energy
- Career Pathways for Engineers

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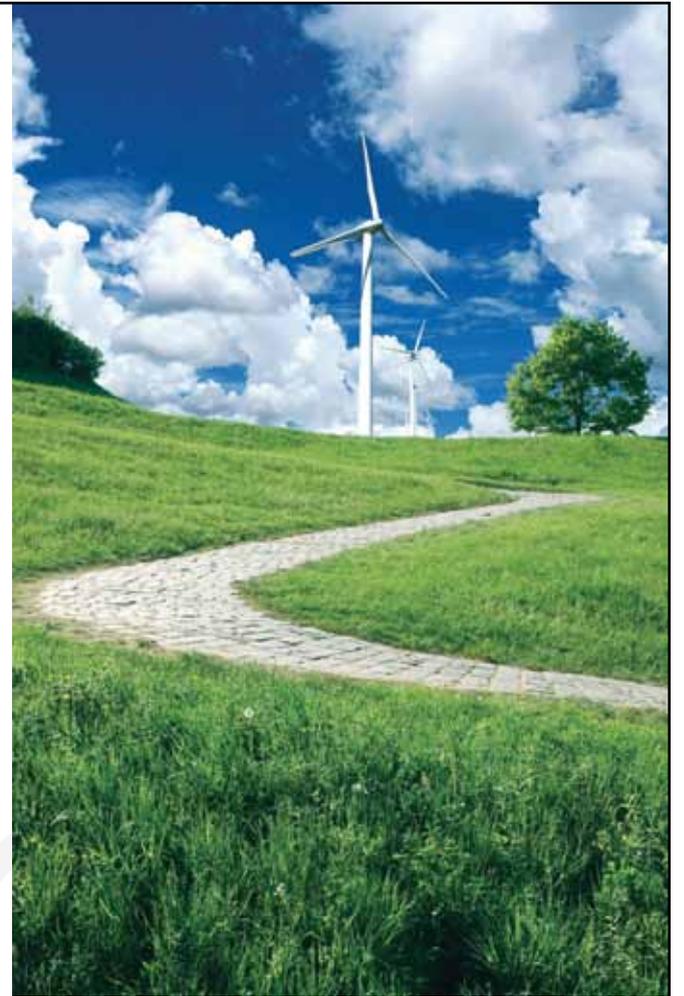


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Oregon Middle School is a 2018 Green Ribbon School!

Forty Percent Renewable Energy Generated On-Site

Oregon School District

At Oregon Middle School (OMS), the motto is: “Learning for ourselves, each other, and the world.” Located in a suburban Dane County community, the 570 seventh and eighth grade students are encouraged to show respect, responsibility, and empathy by asking meaningful questions, thinking independently, working collaboratively, taking ownership of their actions, advocating for equity and social justice, and serving their community. These guiding principles serve as the foundation of the initiatives throughout the school that result in reducing environmental impact and costs, improving health and wellness, and increasing environmental and sustainability literacy.

The school generates 40 percent of its energy needs from on-site renewable sources, including geothermal and a 198 panel solar array electric added with the construction of a facility addition in 2014. Hallway lights are on motion sensors. New classroom lights are LED and on

motion sensors. In older classrooms, where lights haven’t yet been replaced, teachers use only half the lights in the room, which provides sufficient lighting.

Students and staff participated in “Cool Choices for Schools,” and are now considerably more aware of measures for and effective at conserving electricity in school and at home. Staff members have removed personal refrigerators and use desktop task lighting. Students monitor building energy use and use a solar charging station for personal devices. Low-flow plumbing fixtures are used in bathrooms. Future goals include adding additional solar panels, purchasing green power, and further reducing paper use.

In the cafeteria, the school implemented composting and recycling, complete with waste sorting bins. Students sort their waste and food scraps and napkins are composted on site. Milk cartons are recycled instead of being put into the garbage. Outside, the school uses dripline garden watering, planted live landscaping, restored a

prairie and forest, and established a food garden and fruit tree orchard. Parking lot lights have been replaced with LED. No-idling signs in the drop-off and pick-up loop help to encourage better air quality and reduce fuel use.

For the past fifteen years, OMS has been implementing their green and healthy initiatives for which they have received numerous awards, recognitions, and grants including: Let’s Move Active Schools 2015 National Award; Alliance for the Healthier Generation National Bronze Level Award 2015, 2017; Wisconsin School Health Award — Gold Level 2015, 2016, 2017; Sustain Dane Metcalf Garden Leadership Award 2012; Wisconsin Department of Natural Resources Urban Forestry Grant; and a 2010 Alliant Energy Foundation Grant. In 2017, OMS was selected as the Green and Healthy Schools Fall Solutions Summit host school. The Wisconsin Center for Environmental Education News to Note featured their work in 2014, and the Wisconsin State Journal reported on their new greenhouse in 2011.

Growing and eating food from their own gardens is an important green and healthy cornerstone for OMS. The school has a greenhouse and a hoop house to involve students in the process of growing the food that supplies the cafeteria with fresh produce about ten months of the year. During the 2017-2018 school year, the food service director at OMS worked with an AmeriCorps farm to school specialist to further improve healthy food options in the hot lunch program. OMS continues to strive for excellence, and among the school’s goals moving forward are to more closely monitor indoor air quality, such as carbon dioxide concentrations and other pollutants, and assess indoor lighting and acoustical comfort to provide an optimal learning environment.

Teachers of science, health, English, art, and technical education classes collaborate to advance environmental literacy and sustainability. Through multiple courses and a number of activities, students explore concepts of climate change and energy production and usage. Students understand how resource use directly affects earth systems, and that alternative choices, now and in the future, can preserve those earth systems. Eighth grade science and tech students experiment with solar panels and power generation. Students learn how alternative energies such as wind, geothermal, and solar reduce climate and health effects. Students use the live data from the school’s solar panel array to see how much energy the school is using. In addition, students do mathematical power con-



versions and learn how to reduce energy usage both at school and at home. Engineers from the Department of Natural Resources, Madison Metropolitan Sewerage District, and Dane County Landfill are guest lecturers in science and tech classes. Students use outdoor classrooms in the prairie, forest, and food garden for many of these classes. Seventh grade students work on the restoration and expansion of the school forest, and have planted over 3,000 trees in the past three years.

Since 2003, Oregon Middle School eighth grade students have partnered with Oregon Rotary club to support a prairie restoration at a local park. Students remove invasive honeysuckle brush, build and maintain gravel trails, and plant nearly 2,000 native prairie grasses and forbs. Since 2006, students grow all of the plants at school. To support the continued growing of the prairie plants and the advent school garden programming, in 2011 the Rotary club purchased and constructed a 50-foot hoop house, where students grow salad greens for the school salad bar in the spring and fall, and installed a large four section compost bunker for cafeteria waste. The salad greens are the nutritional part of a larger health curriculum focused on health equity and the diverse needs of students, and assessments related to student mental, emotional, physical, spiritual, academic health.

In 2017, a new addition, comprising three new science rooms, complete with a 50-foot greenhouse and a new technology education shop, was opened at OMS. In the greenhouse, students grow native prairie and woodland plants for local restoration projects. The outdoor gardens provide produce for a summer school gardening and cooking programs and donations to the local food pantry. During summer school students grow, sell at a roadside stand, and cook produce from the garden.

Source — U.S. Department of Education

Green Ribbon for Gateway Continued from Page 9

ing gardening, renewable energy, home energy systems, food preservation, and smart recycling. The grounds include a natural prairie, a creek bed, a small apple orchard and many types of other trees, providing habitat for birds and wildlife. Space is available for creating small urban farm plots.

A quarter-mile Nature Discovery Trail on the property includes five stations with activities involving solar energy, recycling and composting, birds, trees and insects. The trail is available for field trips and a private scholarship has paid for learning backpacks that provide tools for kindergarten through fourth grade students to discover and interact with the environment while they are on the trail.

Located on the same grounds as the Center for Sustainable Living, the bee barn allows visitors — many of them elementary school children — a closer look at the creatures, which play a huge role in the food system. Visitors can examine the lifecycle of a honey bee, match up a bee’s anatomy, and discover why bees are drawn to specific flower species, through a number of educational displays and interactive exhibits.

The college seeks to train the workers of today and tomorrow with the skills to enter green and sustainable careers with associates degrees and technical certificates in areas such as arboriculture and urban forestry, horticulture, fresh water resources, environmental studies, sustainable design, urban farming, and air conditioning, heating and refrigeration technology.

Outside of the classroom, Green Scholars provides students the opportunity to learn about sustainability, get involved in green and sustainable efforts, and earn recognition when they graduate. They earn points for specific green activities, from using compact fluorescent or

LED light bulbs, to packing waste-free lunches, to riding a bicycle or public transit, to buying an energy-efficient refrigerator. Those who collect at least 50 points graduate as Green Scholars, and are honored each year at the college’s graduation ceremony. The Sustainable Living student group practices renew, reuse, refuse, reduce, and recycle concepts promoted by the college. Members also run workshops that repair electronic equipment for reuse and donate used clothing to local shelters.

In modeling respect for the environment, Gateway reaches out to its communities with a host of activities. More than a thousand participants attend Gateway-sponsored annual community celebrations designed to share information and engage residents in adopting more sustainable lifestyles. Earth Day events on two campuses celebrate the environment with displays, workshops, and hands-on activities with support from private and public sector partnerships. At EcoFest Racine, participants enjoy cooking demonstrations, informational presentations, children’s activities, and displays from more than 50 product and service vendors, educational institutions, nature centers and parks, and community organizations.

“It is an honor to be recognized by the U.S. Department of Education for our commitment to sustainability,” said Gateway Technical College President and CEO Bryan Albrecht. “Gateway values our environment and promotes social responsibility.”

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Annual Alternative Energy Fair at Glacier Creek



*Kelly Chadesh, 8th Grade Science
Glacier Creek Middle School
Middleton-Cross Plains Area School District*

Some of the most exciting moments that happen in a classroom take place when the teacher takes a step back and the students become the teachers. When students take the lead and feel passionate about the material they are covering, a great deal of authentic learning takes place. For my eighth-graders at Glacier Creek Middle School in Cross Plains, Wisconsin, that's exactly what happens during the Annual Alternative Energy Fair.

As the daughter of an environmental engineer, I have always felt a great responsibility for the world around me. As an Earth Science educator, my goal for my students is for them to cultivate an awareness for the changing world around them. At the start of the school year, we learn about long-term changes that have taken place over the past 4.56 billion years. We learn that while we can't always witness

these changes, we can make observations and find clues that they have taken place.

Our Fossil Fuel and Alternative Energy conversations begin when we look closer at the carbon dioxide levels in our atmosphere. One of the major skills we focus on over the course of the year is pattern recognition, and using NASA's Climate Change resources [i] we identify some very alarming trends. Upon confirming the causes for these trends, we look at what can be done to slow down the observed effects of climate change.

Our first step in preparing for this project is for each student to accept personal accountability for their contribution toward climate change. The students are asked to determine

their carbon footprint by answering questions about their daily routine. By the end of the survey, students find out the answer to the following two questions: 1) "If everyone lived like you, how many Earths would we need?" and 2) "How many acres of land would we need to support your lifestyle?" Once the results are calculated, there is a sea of surprised faces looking back at me. Students realize they are contributing to climate change and they need to make some changes.

The prompt for the Energy Fair is as follows: The National Oceanic and Atmospheric Administration has issued a warning that all fossil fuels will be banned as of January 1st the following year. The students are now environmental specialists, and they are tasked

The feedback has been great since students are given the option to present and learn about something that they find intriguing. There is also genuine research taking place because the students find value in identifying a solution to a very real problem.

with finding the best replacements for coal, natural gas, and oil. While some groups will focus on ways to generate electricity for their homes and school, others focus on alternative fuels and forms of transportation. Once the

groups have reviewed all the possible alternative renewable options that are currently available, they choose one option to research and present. Selections from the past year included: Solar, Geothermal, Biomass, Wind, Hydropower, Wave, and Tidal Power, as well as Electric Cars and Hydrogen Fuel Cells.

In preparation for the Energy Fair, each group spends two weeks researching and preparing their Energy "Booth." They research how each method of alternative energy/transportation works, find specific examples of where it's currently in action, determine pros and cons, and develop a three-dimensional model for their booth. Students use tri-fold posters to display their information, as well as

banners, pamphlets, videos, online presentations, and more to enhance their message to our visitors. They are essentially allowed to use anything that fits in their team's designated area. Finally, they prepare speeches that run two to three minutes in length and create demonstrations or interactive elements to engage their listeners.

There is also an element of competition to make the fair a little livelier. As the facilitator of the Energy Fair, I send an invitation to the Glacier Creek staff and select four to five classes of fifth- to eighth-graders to attend each of my five classes. Each student or adult visitor is given a \$1,000,000 investment ticket when they enter the classroom. They meander from group to group, listening to the presentations the students have prepared. After observing each proposal, they award their investment to the group they feel has the best overall product.

When the big day arrives, there is a lot of excitement in the air. As an educator, it is my favorite day of the year! My students are engaged from the moment they enter the room, to the moment they leave. They are proud of the work that they have accomplished, and they really feel like they are making a difference by educating their peers. From time to time, it gets a little competitive between rival groups, but the passion for sharing their

research is evident.

Once the final visitors leave, my eighth-graders excitedly discuss their interactions with their peers. They each take turns as investors and vote for a product in the room (not their own, of course). We discuss how we would respond if this project prompt was a reality, and how we would see our lives changing. Most students feel their families could adapt to being fossil fuel free!

The feedback has been great since students are given the option to present and learn about something that they find intriguing. There is also genuine research taking place because the students find value in identifying a solution to a very real problem. Everyone in my block finds a way to contribute in this project. The collaboration and communication skills that are developed over the course of those two weeks are very inspiring to observe. All in all, I feel that my students not only become better scientists through this project but also become more confident learners.

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Oregon School District

On the edge of rural Wisconsin, in the heart of a small town, sits Brooklyn Elementary School. Though the school has been there for many years, a newly designed brick façade lines the outside of the building, a testament to the community's continued support of the institution. Brooklyn Elementary welcomes 503 students each day with a staff of 70 teachers, support staff, and bus drivers. Walking through the halls of Brooklyn, you will notice staff and students working to create a healthy and green learning environment.

Brooklyn Elementary provides "a nurturing community focused on authentic, student-centered learning" that integrates five values through all they do: whole-child emphasis, educational equity, relevant and empowering learning, strong community and family partnerships, and caring and professional educators. Brooklyn's Green and Healthy Initiative is one of the ways the school recognizes the whole child and all of the things that kids need to learn, grow, and be successful.

The school demonstrates a significant commitment to sustainability with 14 staff members participating on the Green and Healthy Committee, which also includes

Brooklyn Elementary School is a 2018 Green Ribbon School!

parents and community members. Due to the work of this committee, Brooklyn Elementary has received several awards, grants, and recognitions for their green and healthy initiatives. Brooklyn has received grants from Wisconsin Medical Society, Fiskars, and Play 360. The school was invited to advocate for a nutrition bill in Washington D.C. in 2015. The school achieved the highest level of Green & Healthy Schools Wisconsin recognition possible when it was honored as a Sugar Maple School in 2017. Brooklyn Elementary also has received all three prestigious health awards available in the state: Driven to Better Health, Alliance for a Healthier State, and the Wisconsin School Health Award. At Brooklyn Elementary School, there is no separation between "green" and "healthy," and the school has demonstrated significant achievement reducing environmental impact and costs, improving health and wellness, and increasing environmental and sustainability literacy.

The school has a multi-faceted recycling program. The third and fourth grade student green team helps with classroom presentations, contests, and waste audits. The green team talks with students and staff about how even small and easy behavioral changes can make a big effect on the environment. They participate in TerraCycle, recycle milk cartons, and have eliminated the use of plastic straws.

In addition to recycling and waste reduction, the school installed two water bottle

filling stations and motion sensors in bathroom sinks. All students and staff were provided water bottles during the school Move-A-Thon to encourage reusable water bottle use. The school has installed solar panels on the building and, through a partnership with CESA 10 energy management services, has reduced electricity use. Students and staff turn off lights and electrical devices when not in use. The student green team performs random energy audits to see which classrooms are conserving energy when they're not in their rooms and students are given the role of energy monitor to ensure energy is being used responsibly in their classroom.

Several years back, staff members noticed that students were lacking an awareness of where food came from, and were not eating a healthy amount of fruits and vegetables. The vegetable garden was then begun in 2012, as a small garden with a few raised beds. Over the course of the next few years, the garden was moved and expanded to include more raised beds and an arboretum area with trees and flowers. Filled with lettuce, kale, tomatoes, cucumbers, marigolds and more, the garden has become so much more than a class project. This garden allows all students to experience hands-on learning while improving their knowledge of health and wellness.

Students who participate in the summer school class, "Gardening with Gusto," have the opportunity to care for and harvest the school's garden during the summer. The students enjoyed the activities so much that the school began to offer a salad bar as a part of the lunch menu. Not only do students love cooking with the produce they've planted, but they also enjoy packing up excess produce and donating it to local food pantries and food stands in the Oregon community. Cared for by staff, students and community members alike, the garden has become a part of Brooklyn, inspiring additional events and experiences that are creating change beyond this tight-knit community.

Beyond the garden, students and the community are encouraged to lead healthy and active lives through a menu of programming. Annual events include the Walk or Wheel Challenge, bike rodeo, Seuss on Loose Movement Day, and Beat the Winter Blues Fest. The school organizes monthly contests such as a fruit and veggie challenge, a healthy recipe contest, and the "Race to Lambeau" walking path challenge. Teachers provide brain breaks by using yoga and GoNoodle to encourage physical activity throughout the school day. The school also established an annual Move-a-Thon, which includes various dynamic physical activities such as a choreographed flash-mob, a mini boot camp, and yoga with certified instructors, to raise funds for community wellness equipment.



During the 2013–14 school year, more than \$35,000 was raised by parents and community businesses. These funds were used to build a community parcourse adjacent to the school's already established walking path, providing a healthy and free way to exercise. The most recent fundraising initiative has added an indoor movement room, which is supplied with kinesthetic and sensory activities and equipment.

Brooklyn Elementary offers many hands-on, real-world environmental learning opportunities to motivate students to learn. A few projects stand out, including the second grade's "Great Character Gourd Project." Students plant gourds in first grade, harvest them in second grade, and create a main character from a book, along with a motion-animated story summary. In addition, fourth graders have participated in a STEAM project after assessing problems in the garden. They planned, organized, and constructed a handicap accessible pathway and new irrigation system. Students also learn about pollinators and the health of the earth through hands-on experiences in the butterfly garden in the school's courtyard, and planted a prairie near the school grounds. The science curriculum intentionally integrates teaching environmental responsibility and examining environmental impact and costs throughout all grade levels.

Overall, Brooklyn Elementary is committed to teaching, promoting and practicing healthy habits that will develop future sustainability leaders.

Source - U.S. Department of Education

U.S. Department of Education Green Ribbon Schools Applications

Wisconsin participates in the U.S. Department of Education Green Ribbon Schools program. Schools, districts, and early learning centers seeking nomination must submit an online application by December 1 each year. Applications are reviewed each winter, and winners are announced close to Earth Day each spring.

The award recognizes schools, districts, early learning centers, and IHEs that:

- ➔ Reduce environmental impact and costs;
- ➔ Improve the health and wellness of schools, students, and staff, and
- ➔ Provide effective environmental and sustainability education.

The online application is the same one used for Green & Healthy Schools Wisconsin. The application can be completed over time and not all questions need to be answered.

For questions, contact Victoria Rydberg, DPI Environmental Education Consultant at (608) 266-0419.



GO TO:
dpi.wi.gov/environmental-ed/green-ribbon-schools

www.oregonsd.org
(608) 835-4091



3 Types of FAFSA Deadlines You Should Pay Attention To



The College Deadline:

These deadlines vary from school to school, but they usually come well before the academic year starts. If you're applying to multiple colleges, be sure to look up each school's FAFSA deadline and apply by the earliest one.

Many of these FAFSA due dates are priority deadlines. This means that you need to get your FAFSA form in by that date to be considered for the most money. Many colleges have this date clearly marked on their financial aid pages. If you can't find it, you can always call the school's financial aid office.

If you're worried about gathering information to complete the FAFSA form in time to meet this deadline, don't be. You can apply as early as Oct. 1 (instead of Jan. 1 as you may have done in the past). This earlier submission date will give you more time to complete the FAFSA form before college deadlines approach, which means more time to compare schools. You'll use earlier (2017) tax information, so there's no need for estimates.

The earlier launch date coincides with many college application deadlines, so go ahead and apply for schools and for federal aid at the same time. If you haven't figured out where you're applying yet, don't worry! You can still submit the FAFSA form. Just add any school you're considering, even if you're not sure whether you'll apply or be accepted. You can always add or remove schools later.

If you're worried about gathering information to complete the FAFSA form in time to meet this deadline, don't be. You can apply as early as Oct. 1 (instead of Jan. 1 as you may have done in the past). This earlier submission date will give you more

The State Deadline:

The second deadline is determined by your home state. Some states have hard deadlines and other states have suggested deadlines to make sure you get priority consideration for college money. Many states have limited funds, so their FAFSA deadlines may be quite early. If your state's deadline is "As soon as possible after Oct. 1, 2018," you should get your FAFSA form submitted ASAP. Many of these states with limited funds award financial aid funds only until they run out, so the sooner you apply, the better your chances. For Wisconsin check the DPI's website and look here for more opportunities <https://dpi.wi.gov/weop/scholarshipresources>.

The Federal Deadline:

This last deadline comes from us, the U.S. Department of Education, aka the FAFSA folks. Our only time constraint is that each year's FAFSA form becomes unavailable on June 30 at the end of the academic year it applies to.

That means that the 2019–20 FAFSA form (which was made available on Oct. 1, 2018) will disappear from fafsa.gov on June 30, 2020, because that's the end of the 2019–20

school year. That's right; you can technically go through your entire year at college before accessing the FAFSA form. However, a few federal student aid programs have limited funds, so be sure to apply as soon as you can.

Why so many deadlines?

All these entities award their financial aid money differently and at different times. What they all have in common, though, is that they use the FAFSA form to assess eligibility for their aid programs. So when a college wants to get its aid squared away before the academic year starts, it needs your FAFSA form to make that happen. If you want in on that college money, you need to help the college out by getting your information in by its deadline. The same goes for state aid programs. Additionally, many outside scholarship programs need to see your FAFSA info before they will consider your application. If you're applying for scholarships, you need to stay on top of those deadlines, too.

For more tips and information regarding your FAFSA go to: <https://blog.ed.gov>

Source – U.S. Department of Education

THE 2018 TEACHING TODAY WI DREAM CAREER ESSAY CONTEST

OPEN NOW FOR
SUBMISSIONS

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 six winners in our Holiday Issue which will be released in mid-December. The six honorable mentions will be presented in the following three issues. This contest begins on September 10th, and the deadline for submissions is December 3rd at 5:00 p.m.

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

Deadline for submissions is December 3rd 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



Top 10 reasons to choose a technical college

Half of associate degree grads' salaries are \$42,800 (or more) right out of college.

\$42,800



94% of graduates are employed within six months of graduation.



149,072
CREDITS EARNED BY
HIGH SCHOOL
STUDENTS

97% 

OF EMPLOYERS ARE
SATISFIED OR VERY SATISFIED
WITH THE EDUCATION AND
TRAINING OF TECHNICAL
COLLEGE GRADUATES

- 1 Skills are the basis of the most in-demand credentials.
- 2 The education is affordable and focused, so students only pay for and take the classes they need.
- 3 Students learn and practice the skills before starting the job, providing priceless experience and confidence.
- 4 More than 500 programs available statewide in everything from agriculture to veterinary science
- 5 Employers trust the technical colleges and hire the graduates to keep their operations running.
- 6 Instructors and staff are supportive and dedicated to their students' success.
- 7 Transfer opportunities ensure that most programs can continue beyond their associate degree.
- 8 The latest technology prepares students for the programs and careers most in-demand by Wisconsin employers.
- 9 In 2017, Wisconsin high school students earned 149,072 technical college credits in high school, getting them closer to their degree.
- 10 Half of 2017 graduates earned \$43,000 or more and 94 percent had a job within six months of graduating.

**WISCONSIN
TECHNICAL
COLLEGES**
wistechcolleges.org

Apply for a Grant



Two Grant Opportunities from The Meemic Foundation!

Do you know of a school in need? Whether it's your child's school, a former school you attended or a local school in your community, you have an opportunity to show your support by nominating them for a \$500 For Our Schools grant that they can use exclusively at Office Depot, Inc.

Find out more at MeemicFoundation.org/ForOurSchools.

Need new math manipulatives? Microscopes? Art supplies? A special school-wide speaker? Whatever the need, our third quarter Traditional grant provides funding up to \$500.

Get details at MeemicFoundation.org/Traditional.

Not a Meemic Foundation Club Member? It's free and exclusively available to all school employees. Sign up today at MeemicFoundation.org/Register.

Deadline: Applications accepted Oct. 1–Dec. 31, 2018.

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. Funds may be used for any aerospace education related activity from purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base, or other aerospace facility. Grants may not be used for uniforms, or honor guard and color guard activities.

Grants up to \$250 are awarded.

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

Website: www.afa.org/education/air-force-junior-rotc-grants

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. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Successful projects tap into the natural curiosity of students,

enable students to frame their own scientific questions, and incorporate the expertise of community partners. Applications must be for project-based learning.

Deadline: Applications are accepted year-round for requests less than \$5,000.

Requests for grants of more than \$5,000 are due June 1 and November 1, annually.

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

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. It engages in grant making that reflects the basic tenets, beliefs, and philosophies of Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, scientific, humanistic, and innovative.

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/apply-for-a-grant

Educational Assistance and Training Programs

The Cruise Industry Charitable Foundation (CICF) encourages the creation and expansion of learning experiences and opportunities at the primary, secondary, and higher education levels, particularly for minority and disadvantaged students. Areas of special interest to CICF include educational and training programs designed to improve literacy, teach basic life skills, promote good citizenship and public services, and increase reading, mathematics, and science proficiencies.

Awards range from \$2,500 to \$15,000.

Deadline: Applications are accepted year-round.

Website: www.cruisefoundation.org

Education and Technology Program School Station Grants

The Education and Technology Program (ETP) of ARRL, The National Association for Amateur Radio, provides funding and resources to elementary, middle, and high schools in the United States. ETP School Station Grants are awarded for the purpose

of purchasing equipment to set up a school amateur (ham) radio station.

Equipment valued at up to \$1,500 is awarded.

Deadline: Applications are due November 1, annually.

Website: www.arrl.org/etp-grants

Minigrants for Youth Amateur Radio Groups

The ARRL Foundation of the American Radio Relay League (ARRL) administers grants through the Victor C. Clark Youth Incentive Program. The primary focus is to support programs and projects for youth that enrich the experience of radio amateurs under the age of 18. Minigrants are made for the following types of projects: securing equipment for antennas for club stations; purchasing training materials; and local service projects that bring favorable public exposure.

Grants up to \$1,000 are awarded.

Deadline: Grant requests are accepted year-round.

Website: www.arrl.org/the-victor-c-clark-youth-incentive-program

Japan Foundation 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. The program has generally funded projects such as lecture series about Japanese culture and society, and teacher workshops on how to teach Japanese culture and society. Cultural events such as performances, exhibitions, festivals, movie screenings, readings, and demonstrations of Japanese arts are eligible provided they include an educational outreach component.

Grants up to \$5,000 are awarded.

Deadline: Applications are accepted year-round.

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

Community Action Grants

AAUW, through its Community Action Grants Program, provides funds for innovative programs or non-degree research projects that promote education and equality for women and girls. Special consideration is given to projects focused on kindergarten through grade 12 and community college girls' and women's achievement in science, technology, engineering, or mathematics, and to those projects that seek community partners such as local schools or school districts, businesses, and other community-based organizations.

One-year awards range from \$2,000 to \$7,000, and two-year awards range from \$5,000 to \$10,000.

Deadline: Applications are due December 1, 2018.

Website: www.aauw.org/what-we-do/educational-funding-and-awards/community-action-grants

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

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. Previous grants were used to fund high school community outreach, and projects targeting at-risk youth.

Grants up to \$10,000 are awarded.

Deadline: Applications are accepted year-round.

Website: harrychapinfoundation.org/apply

SCA Grants

Sony Corporation of American 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. Previous education grants have funded a wide range of environmental media teaching and research projects; meaningful environmental education events and programs; quality education programs for at-risk students; arts and arts education; equipment for educational nonprofits and academic institutions, including major colleges and universities across the country; youth mentoring educational program to teach students about workplace etiquette and various careers available in the technology and entertainment industries; and multiple other mentoring opportunities, including one-on-one, school-based, or in the workplace.

Deadline: Requests are accepted year-round.

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

Student Contests and Awards

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages student 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. Past winners have imagined technologies ranging from a hand-held food allergen detector to a new device to help people who have lost limbs regain movement in real time. All students in kindergarten through grade 12 in public, private, and home schools are eligible to enter this annual competition. Teachers may incorporate the competition investigation into their curriculum to involve all students, or coach interested teams of students that want to enter the competition.

Each first-place team receives a prize of a US EE Savings Bond worth \$10,000 at maturity for each student. Each second-place team receives a prize of a US EE Savings Bond worth \$5,000 at maturity for each student.

Deadline: Projects are due February 8, 2019.

Website: www.exploravision.org/what-exploravision

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 help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system. Youth are invited to submit entries, including posters, videos, inventions, public messages, community events, websites, mobile apps, or anything else that will help reduce waste. A panel of judges evaluates entries based on effectiveness, feasibility, originality, presentation, and collaboration. Members of the public also vote for their favorite finalist.

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, 2019.

Website: www.projectparadigm.org/rules

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. Coaches are responsible for registering their team online for the regional competition.

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/

Conrad Challenge

In the annual Conrad Challenge, teams of high school students use science, technology, engineering and math skills to develop the products of tomorrow. Along the way, coaches, world-renowned scientists, engineers and entrepreneurs are there to mentor you and help turn your idea into a reality.

Deadline: Register by October 19, 2018.

Website: www.conradchallenge.org/conrad-challenge

Samsung Solve for Tomorrow Contest

The Samsung Solve for Tomorrow Contest challenges public school teachers and students in grades 6-12 to show how science, technology, engineering, and math (STEM) can be applied to help improve their local community.

Prizes

The first 3,500 applicants who create a DonorsChoose.org project to fund their project materials may raise up to \$600 with Samsung and citizen donor support

State finalist schools will receive a Samsung Galaxy Tab

State winner schools will receive a \$20,000 prize package including Samsung technology and classroom resources

All 10 national finalist schools get a \$50,000 prize package including Samsung technology and classroom resources; plus, all teams get to attend the final event to present their working prototypes to the panel of judges

Each national winner school get a \$100,000 prize package including Samsung technology and classroom resources

Deadline: Applications due October 30, 2018.

Website: www.samsung.com/us/solvefortomorrow/home.html

International Compost Awareness Week Poster Contest

The U.S. Composting Council is accepting submissions for its annual poster contest. The winner will receive \$500 and his or her poster will be used to promote 2019 International Compost Awareness Week. This year's theme is, "Cool the Climate — Compost!"

The contest is open to anyone who wants to help celebrate composting and promote the benefits of compost. This includes municipal, facility, or state agency representatives and industry professionals; students and youth groups; commercial composters and green industry businesses; gardeners and environmentalists. Posters may be entered in one of three divisions: grades 3-7, grades 8-12, and college/adult.

Deadline: Entries due November 5, 2018.

Website: www.compostfoundation.org/ICAW/ICAW-Poster-Contest



Future City Competition

The Future City Competition is a program developed for students in grades 6-8 to help them discover and foster interest in science, technology, math and engineering (STEM).

Student teams, along with an educator and volunteer STEM mentor, will research and design a solution to a city-wide sustainability challenge that changes each year.

Teams that win at regional contests advance to the finals. The top prize at the National Finals is \$7,500 for the organization's STEM program, plus a trip to U.S. Space Camp in Huntsville, AL for the official team members.

Deadline: Register by October 31, 2018.

Website: futurecity.org

Real World Design Challenge

The Real World Design Challenge (RWDC) is an annual competition that provides high school students the opportunity to work on real world engineering challenges in a team environment. Each year, student teams are asked to address a challenge that confronts our nation's leading industries. Students use professional engineering software to develop their solutions and then generate presentations that convincingly demonstrate the value of their solutions.

Deadline: Teams must register by November 17, 2018.

Website: www.realworlddesignchallenge.org/index.php

eCybermission Competition Mini-Grant

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. Once a Mission Challenge is chosen, the teams must answer all of the questions in their Mission Folder using either scientific practices or the engineering design process. Information about each of the processes can be found on the eCYBERMISSION website. Teams are encouraged to reference supporting files, such as graphics, photos, or tables, for the judges to review.

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 21, 2018.

Website: www.ecybermission.com



Ranger Rick Photo Contest

Children age 13 and younger are invited to enter the Ranger Rick Nature Photo Contest by sending their best original nature photographs. They may be photos taken with a camera or a phone. Any photo with a wildlife or landscape theme is perfect.

This contest is ongoing with no entry deadline so you can enter your photos at any time (but no more than three per month). Every month, winners will be selected by the judges and posted in the Recent Contest Winners slideshow on the contest home page.

Website: rangerrick.org/photo-contest

Five Educators Named Wisconsin Teachers of the Year

Herb Kohl Educational Foundation Gives \$3,000 to Each Honoree

This year, five educators have been chosen to represent Wisconsin's teaching corps as Teachers of the Year. Each will receive \$3,000 from the Herb Kohl Educational Foundation. The five educators are: Liz Gulden, a kindergarten teacher at Willson Elementary School in Baraboo, Elementary School Teacher of the Year; Maggie McHugh of Sparta, a sixth-grade teacher and adviser at the La Crosse Design Institute, Middle School Teacher of the Year; Sarahi Monterrey, an English Learner teacher at Waukesha North High School, and Benjamin Grignon, teacher of traditional

Menominee crafts at Menominee Indian High School in Keshena, who share the High School Teacher of the Year title; and Michael Wilson, a school counselor at St. Croix Falls High School, Special Services Teacher of the Year.

Selection of the five 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 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.



Herb Kohl
Educational Foundation, Inc.

Liz Gulden Named 2019 Elementary Teacher of the Year



achievement on standardized assessments.

At the beginning of one recent school year, Gulden had 43 percent of her class that started below grade-level. By working with the school principal and district reading specialists, she improved her guided reading practices, worked with struggling students, and explored materials to include in book boxes and other research-based interventions to ensure these students were ready to move to first grade along with their peers. A former student noted how her teacher sent home books and math and writing activities in English

and Spanish so her dual-language family could support learning at home. When it was time for parent teacher conferences, the student was surprised when Mrs. Gulden spoke to her mother in Spanish. "I know my family appreciated her effort during my time with her," the student said.

Gulden's efforts at inclusiveness include restructuring Math Night to incorporate games from around the world, asking a grandparent to share games from the Ho-Chunk Nation, and bringing in parents, grandparents, and community leaders in to the classroom to support student learning.

She addresses the increased emphasis on STEAM (science, technology, engineering, arts, and mathematics) through lessons that have students construct houses for the three little pigs that can withstand the huffing and puffing of the wolf, and competing with Lego cars, teaching foundational science and math concepts while developing social and teamwork skills.

Gulden has served as a peer coach and mentor, taking an active role to guide new educators in their first years and assisting veteran teachers in refining their teaching practice. She is a leader in educator effectiveness and guiding her peers in the use of data to set individual student goals and incorporate literacy learning into more facets of the school day. She cham-

pioned the Playground Fundraising Committee, which held events to raise money to replace and upgrade playground equipment that benefits the school and community.

Gulden earned her National Board Certification in 2017 and was named the district's Elementary Teacher of the Year in 2013. She has been with the Baraboo School District since 2005, teaching at the West Kindergarten Center prior to working at Gordon L. Willson Elementary School. She holds a bachelor's degree in early childhood and a master's degree in

professional development, both from the University of Wisconsin-La Crosse.

Courtesy of a WI DPI press release

www.baraboo.k12.wi.us
(608) 355-3925

Teachers of the Year
Continued on Page 24

In a surprise ceremony at her school, Elizabeth (Liz) Gulden, a kindergarten teacher at Gordon L. Willson Elementary School in Baraboo, was named Wisconsin's 2019 Elementary School Teacher of the Year.

As part of the Teacher of the Year honor, Gulden will receive \$3,000 from the Herb Kohl Educational Foundation.

Gulden turns to Mary Poppins as a role model, sharing the character's belief that "In every job that must be done, there is an element of fun." Her classroom is an active and collaborative teaching and learning environment where students "are in a constant state of fun." She motivates and inspires her students' love of learning by practicing and learning along with them. "We read, write, solve math problems, and research new ideas together," she said.

She spearheaded what became a district-wide initiative to accelerate the number of sight words kindergarteners master before the end of the school year. Each new sight word is introduced verbally, added to the word wall, and spelled kinesthetically so multiple senses are involved in learning. With the addition of video recordings of students and staff members spelling words with their bodies for continued practice and review at home, kindergarten achievement data shows most students recognize 75 to 100 sight words by the end of the school year and have improved reading

Herb Kohl Foundation Teacher Fellowship Nominations Now Open

Herb Kohl Educational Foundation 2019 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, 2018.**

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 2019 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, 2018.** 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."

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Maggie McHugh Named 2019 Middle School Teacher of the Year



In a surprise ceremony at her school, Maggie McHugh of Sparta, a sixth-grade teacher and adviser at the La Crosse Design Institute, was named Wisconsin's 2019 Middle School Teacher of the Year.

As part of the Teacher of the Year honor, McHugh will receive \$3,000 from the Herb Kohl Educational Foundation.

"My school doesn't teach me, I teach myself through my failures and mistakes

and how to overcome those," said a student of her experiences at the La Crosse Design Institute. The student's words reflect McHugh's teaching practice: to teach students how to learn, not what to learn. She focuses on differentiation through Universal Design for Learning, providing students multiple access points such as reading, listening to a podcast, exploring through manipulatives, or engaging in dialogue as they pursue personalized, project-based learning. "When educational experiences match real-world opportunities, student learning moves far beyond what could be imagined," she observed.

McHugh plays many roles in the "Playgrounds for All" project as she helps students understand mathematical concepts and connect with experts to gain background information. Students learn about equity as they discuss that playground accessibility goes beyond physical disabilities to include children with other sensory needs such as hearing, vision, or intellectual issues. Additionally, students gain perspective on the costs of buying accessible equipment compared to traditional playground equipment. The "Walls"

project helps students understand physical and invisible walls that divide people by race, socioeconomic status, or gender. They create a physical manifestation of the invisible walls they explored to show their learning. In both these projects, students present to an "authentic audience." McHugh, who continues to teach a class at the University of Wisconsin-La Crosse, invites students and faculty from the university to listen and provide feedback.

A colleague from UW-La Crosse commends McHugh for "creating novel opportunities for my teacher candidates to investigate how middle school students learn mathematics." These opportunities range from interviewing her sixth-grade students on their understanding of fractions, bringing students into pre-service classrooms so they teach future teachers how to integrate technology into learning experiences, and working with future mathematics and science teachers in the design and implementation of STEM (science, technology, engineering, and mathematics) lessons.

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Sarahi Monterrey Named a 2019 High School Teacher of the Year



In a surprise ceremony at her school, Sarahi Monterrey, an English Learner teacher at Waukesha North High School, was named a Wisconsin 2019 High School Teacher of the Year.

As part of the Teacher of the Year honor, Monterrey will receive \$3,000 from the Herb Kohl Educational Foundation.

"Ever since I was a little girl, I always knew I wanted to be a teacher," said Monterrey in her application materials. As a child immigrant from El Salvador, she recognizes the pivotal role teachers play in

their student's success; and her outreach to ensure that English learner (EL) students have access to extracurricular activities and support to be ready for college.

When Monterrey arrived at Waukesha North, the school had a single bilingual study skills class for newcomer students. The next year, the school began offering English as a Second Language and redesigned the study skills curriculum to focus more on enrichment. Through the examination of student achievement data, Monterrey and her colleagues identified classes where

students' lives. "The power in making students feel welcome and safe cannot be underestimated," she said. Monterrey's work on inclusion includes the visible, "Dreamers Welcome" and "This School Welcomes You" posters. Not as visible, but just as important, are her extra efforts to ensure a curriculum that is representative of various backgrounds so students feel inspired; her work to improve family communication so parents understand they are part of

EL students were not successful. Through the co-teaching model she introduced, content and specialty teachers work together to make classes comprehensible to all students. The school now offers three levels of English as a Second Language and staff co-teach English 9, algebra I and II, geometry, Spanish IV, and chemistry. Additionally, more EL students take Advanced Placement coursework, helping them gain college readiness skills.

Her sessions on immigration policies and the impact those policies have on students helped other teachers increase their awareness of the topic. She has offered professional development sessions to staff throughout her career, focusing on serving EL students, equity, and culturally responsive practices. Waukesha North is also growing its Dual Language Programs. The school was one of the first in the state to offer Wisconsin Seal of Biliteracy awards to recognize students who have demonstrated advanced achievement in bilingualism, biliteracy (in two or more languages), and sociocultural competence.

Girl Talk, a club she created with a mission to inspire and empower students, helps participants be decision makers, hone problem-solving skills, and volunteer in the community. A former student commended her teacher for going "well beyond what a teacher's job is. She believed in me when I did not believe in myself." The student said

Monterrey helped her get involved in the community, taught her the importance of resiliency, guided her in her development as a scholar, helped her look for scholarships, and believes her teacher's guidance is the reason she is in college.

Monterrey volunteers at the Waukesha Food Pantry, the Hope Center, and the Hunger Task Force in Milwaukee. She is also involved in the Waukesha Hispanic Collaborative Network, which works to improve members' access to services. Some of those services have included a health fair and a financial planning workshop.

Prior to working at Waukesha North, Monterrey worked at Waukesha South and Whitewater high schools. She started her career as a Spanish and English learner teacher for grades seven through 12 at Whitewater middle and high schools. She holds both a bachelor's and a master's degree.

Courtesy of a WI DPI press release

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Teachers of the Year
Continued on Page 25

Benjamin Grignon Named a 2019 High School Teacher of the Year



In a surprise ceremony at his school, Benjamin Grignon, teacher of traditional Menominee crafts at Menominee Indian High School in Keshena, was named a Wisconsin 2019 High School Teacher of the Year.

As part of the Teacher of the Year honor, Grignon will receive \$3,000 from the Herb Kohl Educational Foundation.

As a teacher of traditional arts, specifically Menominee arts, Grignon is unique in the world. "I work with students not only

on the art forms of our people, but the language and cultural practices that go along with these arts," he said. He works with science teachers to incorporate plant and mushroom identification and the chemistry of mordants and plants for dyeing weaving and basketry projects. Students learn geometry formulas as they design loom beadwork based on the geometric forms that are part of ancient Menominee aesthetics. "I am constantly finding opportunities to use our culture to reinforce other subjects in our school," he said.

Grignon shows deep respect for the elder teachers, saying he strives to pass the knowledge on to the next generation of Menominee youth. "My students are taught about menacehaew (respect) for themselves, each other, and for the knowledge passed on to us from the elders." He incorporates language learning into everyday tasks. Many of the expressions Grignon uses become a part of students' everyday conversations, and students depend on the classroom community for help when they forget the Menominee language term for something.

"Within Menominee culture, we have a belief that you should never create something if your mind is troubled," Grignon related. He uses classroom meditation to

help students center themselves and offers alternatives for those who feel they cannot make art that day. These actions are part of his effort to create a safe place for students to learn and support programming to address Adverse Childhood Experiences (ACEs), which are prevalent in the high-poverty district. Grignon notes that through traditional art and symbolism, students reflect Menominee history in their creations, but also their present and future. He says that the elements in students' work, the symbols and colors they use, allow them to share something about themselves, the struggles they face, and the accomplishments they have achieved.

Grignon serves as vice chairman of the Menominee Language and Culture Commission. The panel oversees immersion efforts at the Menominee Tribal Daycare, which is using a program based on the Language Nest idea developed by the Maori of New Zealand. As co-founder of the Mawaw Ceseniyah Center for Language, Culture, and the Arts, Grignon helps lead traditional experiences such as maple tree tapping, wild rice gathering, and storytelling activities that unite the school and community. By working with the University of Wisconsin Extension, Grignon was

able to establish a Menominee Immersion Club at the high school that uses language to cook healthy foods. His principal notes that Grignon's positive effect on the student body afterschool is so great that he's had to request special busing so students can get home. Principal Jim Reif also commends Grignon as a resource for non-Menominee educators, calling Grignon "an irreplaceable embodiment of what it means to be a revered Menominee leader and teacher."

In addition to working at Menominee Indian High School, Grignon teaches community art workshops at East-West University and the College of Menominee Nation. He previously worked at the Menominee Tribal School in Neopit, teaching kindergarten through eighth-grade Menominee Language classes. He has earned an associate's degree in fine art, a bachelor's degree in fine art and a master's of fine art.

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Maggie McHugh Named 2019 Middle School Teacher of the Year

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Recognizing that family desire to help their child hits an obstacle as content moves outside adults' comfort zone, McHugh provides events to teach families how to foster a curious mindset about the world. "Families can be involved in their student's educational experience by asking open-ended questions, discussing family history connected to major world events, and discussing aspects of their career that connect to the project process," she said.

McHugh is an active board member of Sparta Transitions, a non-profit that helps Wisconsin Challenge Academy graduates integrate into work, college, or the armed forces, serving as a host mom to a Challenge Academy cadet. She serves on the Wisconsin Mathematics Council (WMC), where students join her in presenting on project-based learning during the organization's fall conference. Additionally, she spearheaded the WMC #mathchats, a biweekly Twitter professional learning opportunity for teachers around the country.

A project-based learning charter school in the La Crosse School District,

La Crosse Design Institute students take elective classes such as music, physical education, and technology education at Longfellow Middle School. McHugh began at the La Crosse Design Institute in 2013. Previous professional positions include the Brookhill Institute of Mathematics in Waukesha, UW-La Crosse, and Bangor High School. She earned a doctorate in curriculum and instruction with an emphasis on social justice mathematics and holds bachelor and master's degrees from UW-La Crosse.

Courtesy of a WI DPI press release

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Teachers of the Year
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Michael Wilson Named 2019 Special Services Teacher of the Year



In a surprise ceremony at his school, Michael Wilson, a school counselor at St. Croix Falls High School, was named Wisconsin's 2019 Special Services Teacher of the Year.

As part of the Teacher of the Year honor, Wilson will receive \$3,000 from the Herb Kohl Educational Foundation.

A self-described champion for mental health awareness and reducing stigma around the topic, Wilson pioneered a Bandana

Project for students to show support for mental health issues. The initial 100 white bandanas were intended as a visible message that mental health is important and that the bearers will either ask for or offer help when needed. Displayed on jackets, backpacks, and computer bags, about two-thirds of the high school population sport the bandanas. "Research shows that students typically go to someone their age for help in a time of need," Wilson said. The bandanas, signs of support from one student to another, are a project of the Students Offering Support (SOS) group, which he leads.

Wilson has streamlined some components of the BARR (Building Assets Reducing Risks) program to provide real-time, shared data that improved efficiency and effectiveness. With staff focused on the whole child and acting quickly to intervene, St. Croix Falls has reduced the percentage of ninth-grade students who fail a class from a high of 34.2 percent in 2014-15 to 11.25 percent for the 2016-17 school year. Wilson's leadership brought mental health screening to first-year high school students to ensure their needs can be met on multiple levels. Additionally, he assisted area counselors in securing office space in the school so students can receive counseling services

confidentially, without leaving school. He stresses that students' lives outside of school directly affect their performance. "Students in crisis or students who are dealing with serious situations need more than just a friendly ear. They need guidance, assistance, and a coach to help them through the tough times," he said. In a letter of recommendation, Wilson is recognized as "a dedicated professional educator who forms meaningful bonds with his students as he helps them transition from adolescence to early adulthood."

Wilson created Career Day, which brings community members in to teach students about a variety of professions. With 40 percent of parents having a high school diploma or less, Wilson recognizes that "first generation college students need extra support." From increasing access to college campus visits to individual and parent meetings held throughout the year, Wilson makes sure students get the attention and information they need to think beyond high school and apply for college and financial aid.

Outside of school, Wilson has coached or been assistant coach for 20 plus baseball teams, sometimes multiple age groups in the same year. He serves as the St. Croix Falls Baseball Association President, helping the

community-based organization raise money and improve the youth baseball program in St. Croix Falls. In the summer of 2017, more than 200 youth played baseball from tee-ball to eighth-grade traveling teams. Explaining the reason for his efforts coaching baseball, basketball, or football or leading an association meeting, Wilson said, "Our school is the center of our community and students' connection to school through involvement fosters positive results in the classroom."

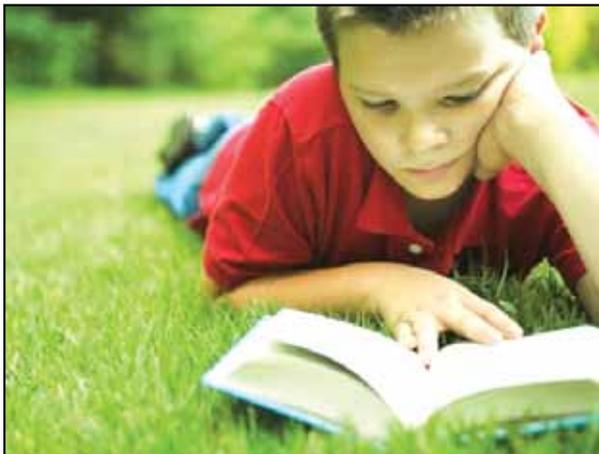
Prior to working at St. Croix Falls High School, Wilson was a grade six to 12 counselor at Clear Lake Junior and Senior High School. He holds a bachelor's degree in psychology and master's degree in guidance and counseling and a Master of Science in Education from UW-River Falls.

Courtesy of a WI DPI press release

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The Science of Teaching Phonics?



Gary L. Willhite, Ph.D.
Institute for Professional Studies in Education, UW-La Crosse

I grew up learning phonics and how to decode words through phonics. It has always amazed me of the number of students, undergraduate and graduate, that I have had that have never been taught phonics! Yes, I am aware of the continuing debate between Whole Language – Phonics – and the Balanced Approach.

Literacy – reading in particular – has become a hot topic of interest and is brought to the forefront in the news once more. Our state district report cards have reported on our reading improvement rates (or lack thereof) as well as other areas we are being held account-

able. As I work with instructors and participants in our Graduate Reading Programs for Reading Teacher and Reading Specialist, the phonics discussion/debate always comes to the forefront at some point.

On September 10, 2018, Minnesota Public Radio aired a program titled *Why Aren't Kids Being Taught to Read?* This 52-minute podcast details the battle and history between whole language, phonics and the balanced approach to teaching reading. Essentially the author states, The basic assumption that underlies typical reading instruction in many schools is that learning to read is a natural process, much like learning to talk. But decades of scientific research have revealed that reading doesn't come naturally. The human brain isn't wired to read. Kids must be explicitly taught how to connect sounds with letters — phonics (Hanford, Podcast, September 10, 2018). And to heighten the issue even more, the question is raised as to whether or not teachers even know or are taught how to teach phonics?

Learning to read, is arguably, one of the most researched concepts of human learning going back to the 1960's. Most teachers nation-

wide are not being taught reading science in their teacher preparation programs because many deans and faculty in colleges of education either don't know the science or dismiss it. As a result of their intransigence, millions of kids have been set up to fail (Hanford, Podcast, September 10, 2018).

Congress eventually became involved and in 2000 released the National Reading Panel report, which found that phonics lessons help kids become better readers. There is no evidence to say the same about whole language.

Minnesota Public Radio followed up on their September 10 podcast with another podcast on September 26, titled *There's a Science to Teaching Children to Read*. An overview of this 50-minute pod cast states: Children struggling to read in the third grade are likely to be poor readers for their entire lives. There is a scientifically-backed method to teaching children how to read, but the latest research on reading suggests this practice is not being implemented in most American Schools (Miller, Podcast, September 26, 2018).

This author makes the statement that the reason reading is not taught from a scientific research viewpoint is that teacher preparation programs are not teaching this research in their programs to pre-service teachers! Stay tuned for a follow-up article on this statement as I plan to interview our literacy faculty on this

'accusation' and will share their thoughts. Meanwhile, I encourage you to listen to both podcasts linked in the references below.

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