

TEACHING TODAY WI™

Fall 2018, Volume 2

WISCONSIN'S 4K-12 EDUCATION CONNECTION



Removing Barriers to Equity



*Sarahi Monterrey, Wisconsin 2019
High School Teacher of the Year
Waukesha North High School
School District of Waukesha*

I'll never forget the day in second grade when I was taking a test where the task was to put a series of sentences in chronological order. The question dealt with how to make scrambled eggs. Sounds easy, right? As I read through the sentences there was one that just did not seem to fit in. It read, "Place the egg in a bowl." The problem with this was that where I'm from, that step was never done.

I always saw my mother make scrambled eggs by standing right next to the stove and cracking the eggs directly on to the pan.

Although I was only a seven-year-old little girl, I still remember the feeling when I got my test back and saw that I got that ques-

tion wrong. Was that question a true indicator of my ability to put steps in chronological order? Absolutely not!

Too many times in our school system we have policies and practices in place that we use to measure students' abilities and skill sets that are not culturally responsive or do not provide the whole picture about a student. What message are we sending to students if we don't take the time to get to know more about them and learn about the assets they bring to our schools?

I remember feeling upset that someone would think that I didn't know how to put things in order because of that question. I felt cheated and discouraged.

Now that I am an educator and am able to view this situation from a different lens, I know my teacher most likely was oblivious to

"The more we are able to get to know students and learn about the whole child, the better we will be able to meet their educational needs. It is critical that we take time to honor and value the unique identities and worldviews of our students and their families."

the cultural implication of the question for me. What would have made this situation better for me was for the teacher to have a conversation with me about the test. I never got to explain to her why that question confused me and I wish I would have.

I share this experience because it is a reminder of the importance of being intentional about relationship-building with students. The more we are able to get to know students and learn about the whole child, the better we will

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All Students All of the Time

*Michael Wilson, Wisconsin's 2019
Special Services Teacher of the
Year*

*St. Croix Falls High School
St. Croix Falls School District*

Throughout my years in education, I have seen a strong transformation from what used to be a cookie-cutter approach with students to more individualized focus and attention. It is clear that our students have more individual needs and our teachers are working to meet those needs.

As a school counselor and dean of students in a small school in a rural town in northwest Wisconsin, I have the unique opportunity to know every single one of our high school students. Each fall I make a point to interview our freshmen, one by one. I want to get to know them, their families, their hobbies and interests, and their needs. I also want them to know who I am and explain that I am their personal assistant in high school.

In education, the word equity can be interpreted as very complicated for some. My vision of equity in schools is a simple definition: All students, all of the time. As I work day to day with my students, I keep the thought process simple. It doesn't matter who they are, what they look like, or where they came from, each student is treated with the ultimate respect and offered opportunities they need so they can reach their highest potential, goals, and



dreams. The kid in cowboy boots who milks cows in the morning before school needs the same attention and guidance offered as the kid wearing flip-flops and cargo shorts, whose parents are both doctors.

Intentional conversations create intentional relationships. Talking with students and asking about their day, their weekend, or

"It doesn't matter who they are, what they look like, or where they came from, each student is treated with the ultimate respect and offered opportunities they need so they can reach their highest potential, goals, and dreams."

quite simply asking them how they are doing naturally creates positive, mutual, respectful relationships. Asking the right questions opens up many social and emotional doors. Educators not only

can but should ask personal questions and build strong bonds with their students.

A two-way trusting relationship creates a safe environment for learning and growing. I have had conversations with

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From the Blog

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Stay Safe During Holiday Shopping

Shopping for that perfect gift or groceries for the week can be stressful enough without the threat of theft or other crimes. Unfortunately, busy people can become careless and more susceptible to potential problems. Remember to be careful, prepared and aware, especially during the holiday season.

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.

Get Ready for Flue Season – Fireplace and Chimney Safety

Chimneys should be inspected professionally every year and should also be cleaned by a professional at least once every year. The National Fire Protection Association has created several levels of inspection, which resulted in the NFPA 211 code. It is a standard for fireplaces, chimneys, appliances that burn solid fuel and vents. The NFPA 211 is the standard that all certified chimney sweeps use whenever they are hired to clean chimneys.

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Reaching High Expectations
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Upcoming EdEvents

February 7-8, 2019

2019 Reaching High Expectations

Glacier Canyon Lodge at the Wilderness, Wisconsin Dells, WI

Featured Speaker

Joni Degner



Niel Albero



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

- UDL is a game changer, and we want you to join us! Together we will:
- Discuss the UDL Principle of Multiple Means of Action and Expression and key ideas for providing options of Executive Functions
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 - Learn from practitioners who are implementing UDL in the classroom, school, and district
 - Engage in UDL Lesson Design Labs for Literacy and Mathematics (Make and Take)
 - Meet CESA UDL contacts and support a UDL movement in your region
 - Experience UDL in action, with multiple means and flexible options in the sessions

Joni Degner is a member of the CAST Professional Learning Cadre and a full-time UDL facilitator for Bartholomew Consolidated School Corporation (BCSC) in Columbus, Indiana, a district nationally recognized for UDL practices and implementation.

Niel Albero, CAST UDL Implementation Specialist
 Niel comes to CAST as a UDL Implementation Specialist, working with school-based teams to develop understanding around the UDL framework and customize their experience to their context.

Questions?
 Contact Amy Schlieve
 amys@cesa11.k12.wi.us
 715-986-2020, Ext. 2122



February 21-22, 2019

2019 Transition Conference

Kalahari Resort and Convention Center, Wisconsin Dells, WI

Featured Speaker

Anthony Ianni



Join hundreds of teachers, administrators, parents, students, support staff, community agencies and other stakeholders across the state and region for the Wisconsin Transition Conference for youth and young adults with disabilities.

The conference, **Continuing the Pathways to Brighter Futures**, invites participants to imagine, learn and connect with others share their learned experiences, evidence-based practices, advocacy, and/or resources for transition age youth receiving services.

Anthony Ianni, of the Michigan Department of Civil Rights, is one of the most sought after anti-bullying motivational speakers. At the age of 4 Anthony was diagnosed with Pervasive Developmental Disorder (PDD), which is on the Autism Spectrum (ASD). Doctors and specialists told Anthony's parents that he would barely graduate from high school, never from college, never be an athlete, and would likely live in an institution with other kids with Autism. His family was devastated but pledged they would help Anthony be successful.

And he is. Despite bullies, adversity and numerous personal challenges, Anthony never gave up. Not only did he earn his Bachelor's Degree from Michigan State University in Sociology, he is the first known athlete with autism to play Big 10 basketball. Anthony played for legendary coach Tom Izzo while at MSU. He won two Big Ten Championships, a Big Ten Tournament Title, was the recipient of the 2011 Tim Bograkovs Walk On Award and the 2012 Unsung Player Award. He was a member of the 2010 Final Four Team.

Anthony has pledged his life and career to help those who face similar challenges



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Mayville High School's Jake Cramer named the 2018 Outstanding Agricultural Education Teacher



Jake Cramer, agricultural educator at Mayville High School, has been awarded the Outstanding Agricultural Education Teacher Award from the Wisconsin Association of Agricultural Educators (WAAE). This prestigious award was presented at the WAAE Professional Development Conference held

in Appleton, Wis. on June 24-28, 2018. This state-level award is generously sponsored by the Dairy Farmers of Wisconsin.

The Outstanding Educator Award recognizes teachers who conduct the highest quality agricultural education programs. These individuals provide excellent classroom experiences, community and professional service and are lifelong learners. Cramer has dedicated his life to agricultural education and impacted countless students throughout her career.

Cramer has been teaching for nine years and is always updating the agriscience curriculum to provide the most recent experiences for his students. He offers four year-long courses and six semester-long courses. Three courses are Ag-Science Equivalency and aligned with the ACT College and Career Readiness Standards for Science.

"My educational philosophy centers around preparing students with knowledge and skills that will drive them toward post-second-

ary success regardless of the direction they are heading," Cramer says.

In the last nine years, 65 of Cramer's FFA members have advanced to sectional speaking contests and two to the state contest. In Career Development Events, two individuals have been state winners, 17 teams have been gold rated, seven teams in the in top 10 and 11 individuals as top 10 finishers.

In addition, success of his experiential learning is represented through 18 sectional proficiency winners, 25 gold-rated proficiency awards, and one state winner. He also has mentored 25 Wisconsin FFA Degree recipients, three students as a Wisconsin Star Finalist and 13 American FFA Degree recipients.

Cramer strives to keep his classes inclusive to everyone in the Mayville, Wis. school. He works to ensure all students involved in agriscience classes have a variety of opportunities offered to them. The chair of Mayville's Special Education Department offers this

thought about Cramer: "Because of classes like yours, students of all learning styles are developing a love of science and they are able to learn more."

"Jake is a hard-working educator who encompasses our theme: WAAE Beyond the Classroom," says Darren Swartz, 2017-2018 WAAE president. "He uses innovative experiences in agriculture for his students, which aids them in becoming college and career ready. It is an honor to see him win this prestigious award."

Courtesy of a press release from WAAE

www.mayville.k12.wi.us
(920) 387-7963

Bay Port High School Agricultural Educator Named 2018 Outstanding Young Member



Whitney Barnes, agricultural educator at Bay Port High School in Green Bay, Wis., has received the Outstanding Young Member award from the Wisconsin Association of Agricultural Educators (WAAE). Barnes was presented this award at the WAAE Professional Development Conference held in Appleton, Wis. from June 24-28, 2018. This state-level award is generously sponsored by the Dairy Farmers of Wisconsin.

The WAAE Outstanding Young Member award program was designed as a means of encouraging young teachers to remain in the profession, as well as recognize participation in professional activities. WAAE members who have completed at least three years of teaching, but not more than five years, are eligible to apply for this award.

Barnes' success can be attributed to her teaching philosophy, which is to "GIVE." She strongly believes that teachers must

give students something to hold on to and give them the opportunity to be self-explorers, self-learners, and to break out of their comfort zones.

Barnes utilizes community partners to enhance student experiences. She seeks out partnerships which will provide donorship, educational student experiences, and volunteers to supplement the growing agriculture department.

During her time at Bay Port High School, she has been excited to see how much her local FFA Alumni has grown, to more than 60 members today. Barnes has reached out to many agriculture companies in the Green Bay area to help her students become more invested into advanced curriculum such as animal/veterinary science and biotechnology.

"Whitney is a hard-working educator who encompasses our theme: WAAE Beyond the Classroom," says Darren Swartz, 2017-2018 WAAE president. "She uses innovative experiences in agriculture for her students, which aids them in becoming college and career ready. It is an honor to see her win this prestigious award."

Courtesy of a press release from WAAE

www.hssd.k12.wi.us
(920) 662-7878

Mishicot High School's Jamie Propson Receives 2018 Teacher Mentor Award



Jamie Propson, agricultural educator at Mishicot High School, has received the Teacher Mentor Award from the Wisconsin Association of Agricultural Educators (WAAE). She was honored at the organization's Professional Development Conference held in Appleton, Wis. from June 24-28, 2018.

The Teacher Mentor Award recognizes teachers who have developed positive relationships and connections with a beginning teacher. The individuals nominated for the award have answered the call to serve as a mentor for their fellow agricultural educators. The first year teaching is always a challenge and with a little guidance from a mentor, can become more manageable.

Propson is in her sixth year teaching and has been providing many first year teachers with that much-needed guidance. She has mentored four new teachers and is looking forward to mentoring more in the future. The teaching philosophy that Propson believes is rooted in inquiry-driven instruction.

In her Mishicot, Wis., classroom, she focuses on discussion amongst her students and problem solving by using STEM applications to reach all students' learning styles.

Propson is the chair of the WAAE New Teacher Mentor Program, in which she coordinates and oversees the mentorship of incoming teachers with current teachers. She is proud that over the last four years, this program has helped to transition more than 150 new Wisconsin agricultural education teachers into the profession.

She has helped the program grow by maintaining continual contact with the new teacher mentees and their mentors, as well as organizing activities for the mentor committee. She also has begun an email advice series for instructors, restructured a resource gift by applying for \$2,000 in grants for new teacher curriculum instruction annually, and works with the National Association of Agricultural Educators Star Ag fund to ensure retainment and recruitment strategies for agricultural educators are up to date.

"Jamie is a hard-working educator who encompasses our theme: WAAE Beyond the Classroom," says Darren Swartz, 2017-2018 WAAE president. "She uses innovative experiences in agriculture for her students, which aids them in becoming college and career ready. It is an honor to see her win this prestigious award."

Courtesy of a press release from WAAE

www.mishicot.k12.wi.us
(920) 755-4633

Brillion School District's Stacey Kunde honored with the 2018 Teacher Turn the Key Award



Stacey Kunde, an agricultural educator at Brillion School District, has been honored with the Teacher Turn the Key Award and Scholarship from the Wisconsin Association of Agricultural Educators (WAAE). Kunde was presented this honor at the WAAE Professional Development Conference held in Appleton, Wis. from June 24-28, 2018.

The Teacher Turn the Key Award and Scholarship is given to an agricultural educator in their first years of teaching. Its goal is to allow early-career agricultural educators to attend the annual National Association of Agricultural Educators (NAAE) Convention, giving them an opportunity to become involved with their professional association on a national level.

With a lot of hard work, determination, and a dream, Kunde has made significant improvement and growth within the Brillion Agriculture Department. All of her growth she connects to her teaching philosophy.

"The foundation for my passion (in agriculture) is knowing I am building student success," says Kunde. "Technology, experts, and experiences are my tools to guide students to create a blueprint of their

career goals, leading them to develop their own passion for agriculture."

Under her leadership, the Brillion, Wis.-based program has secured three grants to establish the Brillion Agriculture Department Outdoor Learning Lab. She is constantly changing her curriculum to meet the needs of the ever-changing agricultural industry and maintaining relevance for her students.

Kunde encourages her students to participate in FFA and has witnessed their success with 3 gold proficiency awards and many teams qualifying for the State Career Development Events (CDEs). The Brillion Poultry CDE team has represented Wisconsin at the National FFA Convention for the past four years.

In the classroom, Kunde has forged stronger partnerships with a nearby technical college by hosting multiple on-campus lab and learning experiences for her students. She also has worked with the college to teach dual-credit courses in both animal science and horticulture.

"Stacey is a hard-working educator that encompasses our theme: WAAE Beyond the Classroom," says Darren Swartz, 2017-2018 WAAE president. "She uses innovative experiences in agriculture for her students, which aids them in becoming college and career ready. It is an honor to see her win this prestigious award."

Courtesy of a press release from WAAE

www.brillionsd.org
(920) 756-2368



Chippewa Falls High School's Jeanna Burgan is the 2018 Agriscience Teacher of the Year



Jeanna Burgan, agricultural educator at Chippewa Falls Senior High School, has received the Agriscience Teacher of the Year Award from the Wisconsin Association of Agricultural Educators (WAAE). She was presented with this honor at the WAAE Professional Development Conference held in Appleton, Wis. from June 24-28, 2018. This state-level award is generously sponsored by the Dairy Farmers of Wisconsin.

Through the last 10 years as an agricultural educator in Chippewa Falls, Burgan has witnessed a significant amount of growth in her classroom due to an agriscience-focused curriculum and her experiential learning teaching philosophy.

"If you use all five components of inquiry-based instruction, then it will also have students create and answer questions, communicate findings to others, and make real-world connections of the content," Burgan says.

In the classroom, she has teaches five ag-science equivalent courses along with one transcribed course through a collaboration with the local technical college. She also has had more than 50 students earn a Dairy Herd Management Certificate through the Dairy

Leaders of Tomorrow program.

Experiential learning is a strong belief of Burgan's. In agricultural education, this process begins with a student choosing a Supervised Agricultural Experience (SAE). Burgan notes that one of her greatest successes as a teacher is having 100 percent of her agricultural education students dedicating time and efforts to SAE projects each year.

Burgan has built partnerships between students and industry to create SAE opportunities. Many local businesses, past FFA members, and the FFA Alumni support the chapter with field trip locations, guest speakers for class, chaperones, locations for apprenticeship students, opportunities for SAE growth, and providing Career Development Events assistance.

She also has advised FFA members to 16 State FFA Degrees, three American FFA Degrees, eight Gold Rated State FFA Proficiency Awards, one State FFA Proficiency Award Winner, and a State Winning Wildlife CDE Team, all while participating in many local FFA and community events.

"Jeanna is a hard-working educator who encompasses our theme: WAAE Beyond the Classroom," says Darren Swartz, 2017-2018 WAAE president. "She uses innovative experiences in agriculture for her students, which aids them in becoming college and career ready. It is an honor to see her win this prestigious award."

Courtesy of a press release from WAAE

cfsd.chipfalls.k12.wi.us
(715) 726-2417



WACTE Awards

WAAE is affiliated with the Wisconsin Association of Career and Technical Education (WACTE). Annually, WACTE recognizes those who make contributions to promote and expand career and technical education in Wisconsin. WAAE members, who are also WACTE members, can apply



for these awards through WAAE. WAAE/WACTE award applications are coordinated by WAAE.

Awards Categories

- Longevity Award
- New Instructor
- Outstanding Support Professional
- Outstanding CTE Leader
- Outstanding Instructor
- Lifetime Achievement Award
- Outstanding Member – Community Involvement

For more information about specific award requirements and application instructions, please visit: waae.com/pages/award-form/

Deadline to WAAE: **Jan. 11**



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Sheboygan Falls High School Honored For Advanced Agricultural Program



Erin Kisiolek, SFHS student journalist
School District of Sheboygan Falls

As you walk the halls of Sheboygan Falls High School (SFHS), you'll be able to find an advanced agricultural program, a strong National FFA Organization, facilities to enhance agricultural education, and a dedicated, hardworking instructor, Bruce Brunner. Brunner has been a part of the SFHS staff for 18 years, but he isn't your typical teacher. During the school year, Brunner comes to work early and leaves late; he also continues to work throughout the summer to maintain the facilities in order to ensure optimal learning environments and opportunities to prepare for the next school. Brunner is also advisor for the National FFA Organization club, which comes with a lot more responsibilities than he already takes on with teaching. Because of these commitments, he is only described positively by both his co-workers and students. "Mr. Brunner has taught me a lot throughout my years in high school," said senior Sydney. "He teaches more than just the textbook, he teaches life skills. He makes sure his students know what hard work is and how it pays off. Ultimately, Mr. Brunner has showed me that it's not about how bad you want it, its about how hard you are willing to work for it."

To help students enhance their agricultural experience while in high school, the department of agriculture at SFHS has a large shop, two hoop houses, a greenhouse, and a barn. Within the shop, students are able to do various hands-on activities such as butchering pigs, extracting honey from beehives, learning how to make cheese and butter from scratch, and creating taxidermy. The hoop houses allow students to be able to grow produce including tomatoes, lettuce, garlic, onion, green and red peppers, and carrots. The produce grown by the students is then distributed throughout the school. It is used by the kitchen staff for school lunches as well as by the students involved in culinary classes. Other than the hoop houses, the greenhouse allows students to be able to properly plant and care for their own plants and flowers. Also throughout the years, the barn has held a variety of animals including rabbits, guinea pigs, chicks, chinchillas, and occasionally students are able to bring in pets of their own, such as horses and calves. The students are known to have a lot of fun with the many hands-on activities there are able to perform inside these aspects of the department.

Due to all these factors, SFHS has been picked amongst many schools in Wisconsin

by the Wisconsin Association of Agricultural Educators (WAAE) to be featured in their video showing other schools an exemplary example of educating students about agriculture. Two students from SFHS shared the spotlight in the video, Amber the FFA president, and Megan the FFA treasurer. In the video, the girls are asked questions to describe the agricultural program provided at their high school, the instructor of the program, and how the program has impacted their individual lives. Without hesitation, Amber answered, "Mr. Brunner has made a huge difference in my life from my freshman year all the way through my senior year. He has really pushed me to better myself and participate in speaking contests, judging contests, other things FFA represents. Becoming an FFA officer my sophomore year lead me to my leadership role as president of our FFA chapter my senior year." Both students can also be seen showing how they, and their classmates, had scored bucks by doing the Boone and Crockett sheet. They also demonstrated several daily responsibilities that are done by the students in the barn, which

include feeding the animals and making sure their living spaces are clean. During WAAE's visit, the producers were also able to capture class time when students were measuring certain components of the hoop house.

SFHS is very proud of their agricultural department and the resources they have implemented over the years. Unfortunately, many people know very little about agricultural education in general, specifically our program. The WAAE is on mission to change this. Their ultimate goal is to spread awareness about these departments and the dedicated educators that make them the successful programs they are.

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Kiel Middle and High Schools Receive Outstanding Agricultural Education Program Award



The agricultural education program at the Kiel Middle and High Schools has received the Outstanding Agricultural Education Program Award from the Wisconsin Association of Agricultural Educators (WAAE). This award was presented to instructors David Friend and Erica Eickert at the WAAE Professional Development Conference held in Appleton, Wis. on June 24–28, 2018. This state-level honor is generously sponsored by Don and Mary Josko.

The Outstanding Secondary/Middle School Program Award is bestowed upon an agricultural education program and its instructors who have excelled in membership, participation in WAAE and other professional associations, classroom instruction, FFA involvement, and community service.

The Kiel, Wis.-based program led by Friend and Eickert covers several agricultural pathways ranging from biotechnology to natural resources. Recently, the two instruc-

tors added a Personal Leadership class, which enrolled 90 students.

They focus on incorporating inquiry into the classroom daily, empowering students to take control of their education. One unique aspect of the Kiel program is that students use hydroponics and aquaponics systems to supply the school lunch salad bar.

The duo says this is their teaching philosophy: “As teachers, we try to find an ember still smoldering in the middle school and high school students. We identify the fuel source that inspires them and then tie it to the concepts of the agriculture courses.”

Within Kiel’s ag-based curriculum, students are introduced to Supervised Agricultural Experiences (SAEs) in middle school, and all students in the ag program eventually have their individual SAE project.

Several students are involved in the Youth Apprenticeship program, where they learn skills from their employer. They also

have the opportunity through Friend and Eickert’s mentoring, to participate in research, job shadow, part-time employment or volunteering positions.

Much of the success Friend and Eickert have found can be attributed to the partnerships they have built within their local community, particularly through the Kiel FFA Alumni, Advisory Committee, and more than 30 local businesses.

“David and Erica are very hard-working educators that encompass our theme: WAAE Beyond the Classroom,” says Darren Swartz, 2017-2018 WAAE president. “They both use innovative experiences in agriculture for their

students, which aids them in becoming college and career ready. It is an honor to see them win this prestigious award.”

Courtesy of a press release from WAAE

www.kiel.k12.wi.us
(920) 894-2266



Plant Science Learning Center Growing Agricultural Skills at Elkhorn Area High School



Elkhorn Area School District

The Plant Science Learning Center, the official name of the greenhouse space at the high school, has been finished and utilized by students since the end of January. A ribbon cutting ceremony officially opened the greenhouse facility in early February.

Part of a referendum approved by voters in November 2016, the facility is comprised of two greenhouses and a head house. The head house is utilized as a classroom and headquarters for the two greenhouses, which are both 24 feet by 60 feet. Each greenhouse has distinct functions. While one of the greenhouses has a more traditional setup, the second has a more progressive focus.

The traditional greenhouse space features 5 large tables where students will be able to grow hundreds of plants at any time. Serving many roles within the greenhouse, the headhouse

is used as the work space. It is the “Headquarters” of plant science facility.

The Controlled Environment Greenhouse (CEA) is used to introduce students to aquaculture, hydroponic and aquaponics techniques. Ebb and Flow systems are set on a timer that floods and drains the system with nutrient rich water twice a day. This system is used as the initial germination site of our seedlings. Vertical tower systems are used to maximize space and growing area. Each tower can grow 20-25 different plants at once. The Dutch bucket system is designed for crops such as tomatoes, cucumbers and peppers. Vertical aeroponics tower is another method to grow more in less space. With a pipe running down the inside, plant roots are sprayed inside, with the rest of the plant shoots out the tubes lining the system. The aquaculture tank is used to raise tilapia. This system allows students

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Continued on Page 8

Hydroponics-Aquaculture-Aquaponics: Middle School Project is Picking up STEAM



School District of Cudahy

A single lesson has grown into an amazing environmental project at the Cudahy Middle School. Using a design approach, teachers are helping students connect light, nutrients, food, fish, and water to science, technical education, art, teamwork and problem-solving skills.

There's something fishy going on at Cudahy Middle School (CMS) and it's creating deep roots for learning, growing quickly and picking up a lot of STEAM. As part of the Science Technology Engineering Art and Mathematics (STEAM) curriculum, almost all CMS students will build and discover hydroponic and aquaponic systems, making learning, literally come to life.

Hydroponics, Aquaculture and Aquaponics

The three-tiered system uses hydroponics, aquaculture and aquaponics to teach how the cycle of water, nutrition, and light help plants thrive and grow food. Hydroponics uses water and chemical nutrients to cultivate plants. Aquaculture is the farming of fish or other aquatic organisms such as algae. Aquaponics brings the two together, using fish waste to fertilize plants for food.

"It all revolves around the nitrogen cycle," said Brenna Skelly, the CMS STEAM teacher who set the hydroponics project into action. Originally using a smaller system, Skelly secured a grant through EcoLife (<https://www.ecolifeconservation.org>) and collaborated with other CMS departments to bring the program to life.

"We have started with a small system growing basil and lettuce and raising small fish such as goldfish and mollies," Skelly said. "This system familiarized my students with

the aquaponics process. My students learned about the nitrogen cycle and how to monitor the health of the system by testing water for each form of nitrogen. They designed their own aquaponics systems and built prototypes of their system designs. They have also had to do some detective work to figure out why some of our fish died when our first system was getting established."

Tiered Agricultural System

It's not your typical, textbook learning. It's a real world, agricultural system with live plants that offers students a hands-on opportunity to address bio-related technology. The top three levels of the hydroponics system are all grow trays for plants. The bottom level is a tank for fish. "All three levels of grow beds work exactly the same, as the same water is cycling through them," Skelly said. "The only difference would be the plants that we would potentially choose to plant in each one."

Skelly explains, "The fish, in the bottom tank, produce waste which contains ammonia. There are good bacteria living in the water that is cycling through the system. They take that ammonia and convert it into nitrite and eventually into nitrate - ammonia, nitrite, and nitrate are all

forms of nitrogen. The plants in the grow beds on all three levels absorb the nitrates in the water and use it as a fertilizer. This takes the nitrates out of the water and leaves it clean for the fish. The trick is to balance out the number of fish in the system with the number of plants that are growing so you have just the right amount of fertilizer to keep the plants healthy but not so much that it can't be absorbed and keeps the water too

dirty for the fish."

"It's pretty awesome," said Kimberly Berner, principal at CMS.

"We wanted to get kids thinking about thinking about food and how it grows. As an environmentalist and former science teacher, I wanted us to come up with a way that kids could connect to something environmental. Originally, it was a very small system donated through a grant that had a fish tank and some basil growing at the top, along with other little plants. Then, in collaboration with other departments, they pulled it together and I can't wait to see where this goes from here," she said.

Collaborative Learning

Throughout the year, the "design" teachers at CMS collaborated to build a larger scale aquaponics system with help from Jim Sommerville and students in Technical Life Skills who designed and built the system. Odin Cabal's art students helped paint the system. Lori Ullenberg and students in Digital Tech are designing 3D fish to cover bolts that protrude from the wood.

Students are learning life lessons. The hydroponics project fosters collaboration, teamwork, and self-management.

"It is problem solving in action," Berner said. "They are working on it collaboratively and are figuring out how to make it work. It is really coming together nicely. The kids are excited and so are the teachers. Our goal is to get hoop houses and get seeds started to possibly start a community garden so students can understand where their food comes from. This is really big."

Skelly said students are learning that design projects are not always completed on the first try.

"We learn about the design process and are reminded that the 'improvement' step is an important one," she said. "Our students learned that when doing project-based learning, they can be a part of a larger project than they realize they are capable of when first starting.

The hydroponics system is growing more than just plants; it's growing enthusiasm and confidence among students, while building critical thinking skills and hands-on learning.

www.cudahy.k12.wi.us
(414) 294-7400



Plant Science Learning Center at Elkhorn Area High School

Continued from Page 7

to learn animal science and water quality principles in class. In this aquaponics system, fish waste water is used to grow vegetables. Water is pumped from the fish tank, filtered for large particles and then sent to the plant growing bed. Here, the plants take in nutrients and in turn, cleaning the water. This water is sent back to the fish tank to start the process again.

Students now have the opportunity to learn about and experience many areas of agriculture production. The new greenhouses allow students to have a comprehensive, hands-on approach to their Plant Science classes, which include Horticulture and Greenhouse Crops. Greenhouse Crops allows students to experience the entire process from seed to selling, teaching students production, greenhouse operations and marketing.

The Plant Science classes are a part of the Agricultural Education Program that was one of only six agricultural education programs nationwide that received the National Association of Agricultural Educators (NAAE) Outstanding Middle/Secondary Agricultural Education Program Award in November 2016. Dave Kruse is the teacher at the high school that heads up the program. Each year in May the students in the program, under Mr. Kruse's guidance, plan and host a plant sale for the community. Kruse is committed to agricultural education. He looks



forward to expanding the program through the Plant Science Learning Center, to benefit not only the students, but also the community.

www.elkhornschoools.org
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Student Contests and Awards

EngineerGirl Essay Contest

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

The contest is open to individual girls and boys in each of three categories:

- Grades 3 through 5 (ages 8 to 11)
- Grades 6 through 8 (ages 12 to 14)
- Grades 9 through 12 (ages 15 to 18)

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

Deadline: Essays are due February 1, 2019.

Website: www.engineergirl.org/108311/2019-contest

Toshiba/NSTA ExploraVision Competition

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

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

World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) preserving biodiversity; (2) sustainable resource use; and (3) protecting human rights. All videos must include how population growth impacts the issue and provide at least one idea for a sustainable solution.

For high school, one first prize of \$1,000; one second prize of \$500; and two honorable mentions of \$250 are given, for a total of 12 prizes. For middle school, one first prize of

\$500 and one runner up prize of \$250 are given for a total of six prizes.

Deadline: Entries are due February 28, 2019.

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

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.

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.

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

Ecybermission Competition

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

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

To receive a free STEM kit, register by November 21, 2018.

Website: www.ecybermission.com

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.

Deadline: Teams must register by November 17, 2018.

Website: www.realworlddesignchallenge.org/index.php

C-SPAN's StudentCam Video Documentary Competition

C-SPAN's StudentCam is an annual national video documentary competition for students in grades 6 through 12. Individual students or teams of up to three students create a short video documentary on the current theme. Each video documentary should choose a constitutional right, national characteristic, or historic event and explain how it defines the American experience.

One grand prize of \$5,000 is awarded to the student or team and \$750 to the teacher advisor or school to purchase digital video equipment for the school. First-place prizes of \$3,000 each to the student or team and \$500 each to the teacher and school are awarded. Second-place prizes of \$1,500 each to the student or team and \$250 each to the teacher and school are awarded. Third-place prizes of \$750 each to the student or team and \$125 each to the teacher and school are awarded. Honorable mentions of \$250 each to the student or team are awarded.

Deadline: All entries must be uploaded by January 20, 2019.

Website: www.studentcam.org

American Association of Physics Teachers High School Physics Photo Contest

For many years, the American Association of Physics Teachers (AAPT) High School Physics Photo Contest has provided teachers and students an opportunity to learn about the physics behind natural and contrived situations by creating visual and written illustrations of various physical concepts. Students compete in an international arena with more than 1,000 of their peers for recognition and prizes.

Winning entries receive awards as follows: first-place student receives \$100 and a certificate, second-place student receives \$75 and a certificate, and third-place student receives \$50 and a certificate.

Teachers of first-, second-, and third-place students each receive a \$100 gift certificate from Vernier and a certificate.

Deadline: Entries are accepted March 1 through May 15, annually.

Website: aapt.org/Programs/photocontest/index.cfm

Recycle to Rebuild Contest

Students in grades K-12 are invited to participate in a national recycling awareness contest sponsored by the Institute of Scrap Recycling Industries and JASON Learning. The theme of this year's contest is, "Recycle to Rebuild." One video and one poster will be selected as a finalist from each of three grade bands: K-4, 5-8, and 9-12.

Deadline: Entries due December 15, 2018.

Website: www.jason.org/recycling-contest

Poetry Out Loud National Recitation Contest

The National Poetry Out Loud Competition invites high school students in grades 9 through 12, as well as eighth graders that participate in high school-level classes, to compete in local, state, and national finals in the recitation of poetry.

Each state-level winner receives \$200 and an expense-paid trip, with an adult chaperone, to attend the national competition, and \$500 for the student's school to purchase poetry books. Each first runner-up at the state level receives \$100, plus \$200 for the school to purchase poetry books.

Deadline: States hold their competitions by mid-March ([see www.poetryoutloud.org/competition/state-finals](http://www.poetryoutloud.org/competition/state-finals) for more information). Following the state finals, the National Finals are held in Washington, DC at the end of April, annually.

Website: www.poetryoutloud.org/about



Careers in Nursing

CNAS will be in greater demand, and the job outlook is projected to increase 11% from 2016 to 2026. The median CNA salary is \$27,510, and certified nurse assistants employed by the government earn \$32,860 a year or more on average.

Clinical Nurse Specialist (CNS)

A clinical nurse specialist (CNS) is an advanced practice nursing professional who has trained extensively in a specialty practice area. These specialty areas are based on specific patient populations, treatment modalities, or diagnoses. Some of the more popular CNS credentials include women's health, emergency, oncology, or pain management. You must earn an MS in nursing (MSN) to obtain these advanced credentials; many CNS practitioners subsequently earn a doctor of nursing practice (DNP).

The U.S. Bureau of Labor Statistics projects that employment of registered nurses, including clinical nurse specialists, will increase by 15% between 2016 and 2026.

Labor and Delivery Nurse

Labor and delivery nurses assist pregnant women throughout the childbirth experience, from early labor through delivery and

the immediate postpartum period. Labor and delivery nurses coach mothers through difficult contractions, offering encouragement and advice on pain management. They also monitor both the baby and the mother's tolerance for labor, and stay alert for any potential medical complications that can occur. Labor and delivery nurses administer medications, including epidurals, and assist physicians or midwives with the actual delivery. Following the birth, their care extends to the newborn and mother's needs.

Nurse Anesthetist (CRNA)

Nurse anesthetists are advanced practice registered nurses (APRNs) responsible for administering anesthesia to patients. This practice specialty is unique among nursing careers, as the advanced training required for the job puts nurse anesthetists on a level similar to physicians. Nurse anesthetists work independently, often serving as the sole anesthetist within a practice or facility. To become a nurse anesthetist, nursing professionals must earn a baccalaureate degree, a Master of Science in Nursing (MSN) degree and Certified Registered Nurse Anesthetist (CRNA) credentials. Training requirements also call for a minimum of one year of experience in an acute care or ICU setting.

Nurse Practitioner

Nurse practitioners (NPs) are advanced practice nursing professionals (APRNs) who occupy a space between physicians and staff nurses. They assess patients, perform basic diagnostic testing and initiate treatment plans. Nurse practitioners bring a holistic approach to patient care by evaluating all factors that impact a person's health. This wider perspective allows NPs to identify lifestyle choices and disease management steps for patients to improve their health.

School Nurse

A school nurse works with children from preschool through high school. They are responsible for keeping children healthy and promoting wellness, disease management and hygienic health practices. Once limited to bandaging skinned knees and taking temperatures, today's school nurses handle a complex set of responsibilities designed to sustain a healthy learning environment.

The nursing profession is projected to grow significantly over the next decade. The U.S. Bureau of Labor Statistics anticipates a 15% increase in the number of available nursing jobs between 2016 and 2026.

Source – Nursing.org

Certified Nursing Assistant (CNA)

A certified nursing assistant (CNA) provides varying levels of care and support to physically and/or mentally disabled individuals who are unable to care for themselves. CNAs care for patients of all ages in hospitals, inpatient mental health facilities, and clinics. Some certified nurse assistants are employed by a patient's family and make in-home visits, where they physically care for the patient and provide companionship. Many CNAs are employed at nursing homes and assisted living facilities for the elderly.

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The Parker Scholarship is Boosting the Nursing Program at BTC

Blackhawk Technical College (BTC) has a great deal to celebrate in its Health Sciences and Public Safety Division. Nursing, Radiography and Physical Therapy Assistant programs all boast a 100% pass rate on their respective licensure exams. In addition, programs have a job placement rate of over 90%.

More specifically, the BTC Nursing program is celebrating. Thanks to a generous lead gift by the Parker Family Foundation, BTC recently launched the Nancy B. Parker Nursing Scholars Program, a scholarship to help retain skilled nurses in Rock and Green Counties.

The program targets high-achieving students who have been admitted into the BTC nursing program. The goal is to improve nursing student recruitment and retention as well as to fill anticipated nursing shortages in Green and Rock Counties by retaining top talent in our communities. First-year students can be eligible for a \$1000 award with an opportunity for additional \$1500 in year two.

The inaugural cohort of Parker Scholars (pictured at right) include:

- Beloit, WI: Lorena Hebble, Kimberley Richards
- Brodhead, WI: Melissa Murray
- Clinton, WI: Anna Swanson

- Edgerton, WI: Maria Hernandez, Emily McAllister, Megan Scanlon
- Janesville, WI: Kathleen Dutenhoefer, Rebecca Glass, Heidi Hamilton, Elizabeth Kroll, Christin Olsen, Danielle Schumacher
- Rockton, IL: Ariel Darin

The Parker scholarship gift is in the name of Nancy B. Parker for her lifelong contributions to, and involvement with, nursing activities, including her service to Mercy Hospital (now MercyHealth Hospital and Trauma Center) in Janesville where she served on the Board of Trustees for many years.

The Parker Family has a long history of supporting the community. "Today, with the increasing need for practical, technical, and vocational training for nurses in Rock and Green Counties, our gift is critical in helping the College meet that need," said George S. Parker, great-grandson to the founder of the Parker Pen Company. He continued, "Most importantly, as healthcare enters a new phase of dramatically increased demand, it is very important that Blackhawk be in a position to provide program graduates to serve the needs of southern Wisconsin."

The Parker Family gift is a commitment to the region's economy and the lives of BTC's



students. "This gift will impact our community for generations to come by enabling access to education for many students who may not otherwise be able pursue a career in nursing. Healthcare and retaining local talent are at the heart of this program and our community's success," said Blackhawk Technical College President Dr. Tracy Pierner.

The Bureau of Labor Statistics reports that 1.2 million vacancies will emerge for registered nurses between 2014 and 2022. Presently, there are more Americans over the

age of 65 than at any other time in U.S. history. It is projected that between 2010 and 2030, the population of senior citizens will increase by 75 percent to 69 million, meaning one in five Americans will be a senior citizen.

For more information about the Health Sciences offerings or the Nancy B. Parker Scholars Program at Blackhawk Technical College, visit www.Blackhawk.edu.

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Award Winning Financial Education Game Coming Soon to the Classroom . . . For Free!



A new financial literacy game for Grades 9–12 will soon be available to Wisconsin public schools for free. The game — *Don't Be Jack™*: High School Edition — was developed by WEA Member Benefits with the help of university lecturer Julie Woletz and Jefferson Middle School teacher Erich Utrie.

Don't Be Jack was originally created eight years ago by Member Benefits as part of their financial education program aimed at helping Wisconsin public school employees secure their financial future. According to Sonja Penner, Director of Communications for Member Benefits, it was based on a popular brochure (featuring Jack and Jill) that illustrated the power of compounding. In this scenario, Jill saved with a small amount right away and kept adding to it, allowing compound interest to grow her retirement balance. Jack, however, delayed saving which resulted in far less in his account at retirement. The game expanded on the premise that financial mis-



and we received many requests over the years for a student edition,” Penner said.

Notably, the game received the Excellence in Financial Literacy Education (EIFLE) Award in 2012 and research administered by the University of Wisconsin Center for Financial Security in 2014 found that *Don't Be Jack™* positively impacted the financial behavior of those who played the game.

While Member Benefits was interested in creating a classroom version, Penner said finding the expertise needed to modify the game contents for a younger audience took time. Member Benefits wanted people who could align the game with Wisconsin Academic Standards for Personal Financial Literacy, as well as evaluate and tweak the game play and supporting materials to provide optimum flexibility to accommodate varying class schedules and educator styles. In addition, it was important to ensure the content was readily understandable and relevant to high school students.

Fortunately, she connected with Utrie and Woletz earlier this year. Both have extensive classroom experience and a passion for financial literacy. Collaboration and work took place over the summer and in August they facilitated a test run of the game with students from Columbus. On October 19, Utrie facilitated the game at the EconomicsWisconsin event (an economics education conference) at Lambeau

Field. Likewise, Woletz plans to present at the Wisconsin Educators of Business and Information Technology conference next year. “We are really happy with the results and think educators will like it, too,” says Penner. “The game allows students to use teamwork in making decisions and spurs discussion about personal finance issues. And it was designed to be open-ended, so it can be saved and reopened on another day or another week. Classes can continue using it as a refresher throughout the year if they want.”

The release of the game is timely as Wisconsin schools are in the midst of their first full school year implementing components of Wisconsin Act 94 that require school districts to adopt academic standards for financial literacy and incorporate instruction into the curriculum in grades kindergarten to 12.

There are long-term plans for a middle-school version of the same game.

WEA Member Benefits provides financial programs and services exclusively to Wisconsin public school employees. “Financial education is at the core of what we do. Financial knowledge empowers people to take control of their finances and secure their future. We are extremely pleased to make *Don't Be Jack* available at no cost in the classroom. We hope educators throughout the state will take advantage of this fun and engaging tool to help students learn about personal finance,” adds Penner.

More information can be found at weabenefits.com/DBJstudent.



takes we make now can have long-term and sometimes profound impact on our future financial security.

“Educators who played the game enjoyed the social interaction, team work, and element of fun the game brought to learning about finances. They also saw the potential for *Don't Be Jack* in the classroom



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Empowerment through Entrepreneurship

3 Ways to Get Started Teaching Youth Entrepreneurs

These methods are taken from the More Than a Lemonade Stand Youth Entrepreneur Curriculum which has been used with 100's of kids, ages 9 and up, over the past 10 years. You can download the lesson plan with the content below (includes Power Point presentation, teaching notes, and student worksheets) on the e-seedling website (Teacher's Toolkit) at: www.eseedling.com/teachers

1) Start at the very beginning: Who and What does it mean to be an entrepreneur?

Entrepreneurs not only create businesses, but they have a unique mindset which is just as important. If kids start thinking like an entrepreneur, they can not only apply it to their own business idea but to life in general. The video created by Grasshopper entitled "Entrepreneurs Can Change the World" works great to serve as a basis of discussion for who an entrepreneur is and the qualities they possess.

www.youtube.com/watch?v=T6MhAwQ64c0

Debrief the video by discussing the key points:

- Entrepreneurs are someone who starts a business
- Someone who uses their passions and talents to make a difference
- Someone who solves problems
- Resiliency, persistence are also important entrepreneurial mindset characteristics. Most entrepreneurs don't succeed with their first business idea. This article on 10 famous entrepreneurs who failed is a great discussion starting point for this key point:

small-bizsense.com/10-famous-entrepreneurs-who-failed-in-business-before-becoming-successful

2) Guide kids on how to choose a business idea

Kids have a difficult time coming up and then narrowing down their ideas into one business idea. We use a process called 3-2-1. The students write 3 things they like to do in their spare time, 2 skills they have learned or have experience with and 1 thing others they say they are good at. This should give them a clue for their business idea and help them narrow it down. They also need to think about how they can use their idea to solve a problem that others would pay for.

3) Learn from an entrepreneur by having them tell their story

All entrepreneurs have a story and have made mistakes. I have found entrepreneurs to be quite excited to share their stories (and mistakes) with young entrepreneurs. Their stories provide insight to the kids that they may not get from just learning the content.

Additional Resource: First Steps to Starting a Business Free online course

The UW-Madison Small Business Development Center has a free online course (that I co-authored) for persons that are thinking of starting a business. This free resource can easily be used as an introduction to entrepreneurship for high school students.

firststeps.sbdc.wisc.edu

To learn more about the complete youth entrepreneur curriculum visit eseedling.com or contact Julie Ann Wood at juliewood@eseedling.com

De Pere Class Unlike Any Other in the Nation



De Pere School District

Kerri Herrild's personal finance class at De Pere High School goes far beyond saving, borrowing and learning how to write checks.

It's a first-of-its-kind classroom lesson where students are learning to give in a meaningful way.

"Philanthropy is a passion of mine. I've been the benefactor of a lot of philanthropy over the years," says Herrild. "I have Multiple Sclerosis."

Last summer, Herrild joined other teachers in California for a training session sponsored by Next Gen Personal Finance, a non-profit dedicated to free financial education for students.

It was there Herrild shared her dream of teaching philanthropy.

"And I brought this up, I said this is something I've wanted to teach for years, but I don't know how," recalls Herrild.

In Los Angeles, Herrild discovered Next Gen had just designed a curriculum for philanthropy, and with the help of an anonymous donor she launched "The Giving Project" in her classroom.

It's a hit with students.

"With everything that's going on in the world I feel like giving is the number one way to come together," says senior Solomon Breecher.

The process begins with Herrild teaching students what philanthropy means.

Students then pick a cause important to them and research which charity offers the most impact.

"Mine is the Wisconsin Humane Society. All my life, animals have played a big role in

my life, so support them and getting them the help they need, shelter, food, all the necessities is really important to me," says senior Kate Koenig.

Students then create a promotion, like a Powerpoint presentation, brochure or video, and share it with family and friends to raise money, which is matched by the donor.

A lifelong connection to giving is established.

"Going to become a big part of you, because if you're in math and you're not really

excited to be there, but with this you're helping people and you're helping yourself, so I think it's something that's really cool that will carry through our whole life," says junior Alexandra Westphal.

Herrild's goal is to take this first-of-its-kind program nationwide.

"Let's get high school classrooms all

over the country partnering with local philanthropists. They obviously believe in giving back, we as teachers believe in giving back, that's part of our job, so let's partner this up and really have a lasting impact on these students," says Herrild.

During the fall semester, students in Mrs. Herrild's class raised nearly \$6,000 benefiting 49 different charities.

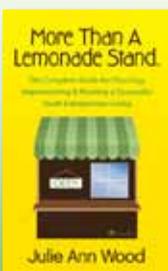
Source: WBAY - By Jeff Alexander

"Let's get high school classrooms all over the country partnering with local philanthropists. They obviously believe in giving back, we as teachers believe in giving back, that's part of our job, so let's partner this up and really have a lasting impact on these students."

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Event Strengthens Students' Interview Skills

Lindsey Ziarnik

Oak Creek-Franklin Joint School District

Equipped with resumes in hand, Oak Creek High School students showcased their potential to future employers at the Career and Technical Education (CTE) Department's first annual Interview Summit in April 2018. Juniors and seniors enrolled in automotive, business and marketing, computer sciences, family & consumer, health sciences, and technology education courses had the opportunity to practice their interview skills and speak with industry professionals about the current job market. "The Interview Summit allowed our students to participate in a

mock interview with someone in the career pathway they are currently on at OCHS," shares Associate Principal Mr. Bill Kujawa.

The goal of the event was to bring awareness to students about current hiring practices and opportunities and for employers to get a glimpse of the skills and knowledge students have acquired through their participation in the various academic offerings in Career and Technical Education at Oak Creek High School.

"It was great to experience an interview with a possible future employer," says junior Kaylee Vitale. . . "I had my interview with a recruiter and it was helpful to get feedback from someone who actually works in the healthcare industry."

"It was great to experience an interview with a possible future employer," says junior Kaylee Vitale. Vitale is enrolled in the Certified Nursing Assistant program at Oak Creek High School and plans to pursue a career in the medical field. "I had my interview with a recruiter and it was helpful to get feedback from someone who actually works in the healthcare industry," Vitale shares.

More than twenty local businesses from a variety of industries took part in the summit. "This event helped guide our students to better prepare for what to expect after high school," says Ms. Ricci Huber, a Business & Marketing Instructor at Oak

Creek High School. "The CTE Advisory Board has given the Career and Technical Education department's program more exposure and opportunities within the community along with promoting the Youth Apprenticeship programs and placing students in jobs," Huber adds.

"This is an excellent opportunity for students to get a feel for what the interview process is like in the real world," explains Arjeta Lumani, an interview specialist with



Cielo, a Recruitment Process Outsourcing provider. Lumani is a 2016 Oak Creek High School grad and was happy to share her expertise with students. "I created a sheet with a list of interview tips and practice questions for the students to take home," Lunami notes.

In addition to the Interview Summit, Oak Creek High School's Career and Technical Education Department has various academic opportunities to better prepare students for the 21st-century workforce, including Youth Apprenticeships, Articulated College Credit, and Internships through the Oak Creek School-

Based Enterprise - the Armory school store and the Knight Construction program. These work-based learning opportunities and special events like the Interview Summit provide students with ongoing professional development and curricular opportunities to compete in local job markets.

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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!

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For any questions please contact:

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LaCrosse Students Lending a Hand

First-graders add a splash of color to newest downtown mural



First-graders from Hamilton Elementary School spent time contributing to the newest large-scale mural in downtown La Crosse.

Local artist Annie Morris is currently working on the mural which is being painted on the north side of the Midwest Family Broadcasting building located at 201 State Street in downtown La Crosse. The mural is a graphic white on black drawing of a face with a hand behind the ear. A large wave sweeps from one side of the wall into the ear. Inside the wave is an abstract, action painting of many different bold

colors. The wall is 24 feet high by 77 feet long, and around 1,800 square feet in total. The first-graders will be creating action splatter painting on the wave portion of the mural.

Morris says the inspiration for the project came from a few different sources: the shape of the wall and its placement in the surrounding environment, the purpose of the building, and her desire to create something that was bold and bright when viewed from a distance.

“Kids are greatly enriched by the opportunity to be a part of something bigger than

themselves, and it shows them that anyone can create art,” said artist Annie Morris. “I can’t think of anything more beautiful than that. I hope our schools will continue to be open to allowing me and other willing artists to help groups of students create large-scale artwork in the near future.”

The project helps the students express themselves through art but also ties into the lessons being taught in the classroom about what it means to be a part of a community.

“We have been learning about neighborhoods and community this year, and we are

currently talking about what it means to be a community helper,” said Hamilton first-grade teacher Barb Wettstein. “The mural project ties in beautifully with these units and gives the kids a chance to work on something that will help beautify their city in a way that is very memorable.”

www.lacrosseschools.org
(608) 789-7600



SOTA II Service Learning Project Contributes to City Park Renovation



Students from the district’s School of Technology and Arts II (SOTA II) offered their time and talents to help finish the transformation of Leuth Park in La Crosse.

The SOTA II service learning project is a continuing partnership with the Outdoor Recreation Alliance (ORA.) The project had students contributing to the renovation and building projects being completed on the skate park and new bicycle playground and pump track at Leuth Park in La Crosse. SOTA II students and staff worked on painting, landscaping, and other skate park repairs.

“We are excited to have our students involved in this project because anytime they can engage in service learning close to home, it’s a chance for them to feel like they contribute in a meaningful way to their community,” said SOTA II teacher Josh Wolcott. “This is an awesome resource for young athletes and teenagers who might explore sports like biking or skating. It’s also a tremendous resource to have available in our community. If students are involved in building it, they are much more likely to treat the park with respect and encourage their friends to do the same.”

Once the park renovation is complete, SOTA II students will bring their bikes, skateboards, and scooters to test ride the tracks. SOTA II staff will

also utilize the personally relevant educational opportunity to teach some physics concepts.

The City of La Crosse began with proposed improvements at the existing concrete skate park and the Outdoor Recreation Alliance expanded the project with the addition of the bicycle playground. ORA’s mission is to promote, protect, and develop outdoor recreation opportunities in the 7 Rivers Region. ORA reached out to its members and supporters, and with the help of a \$40,000 grant from the La Crosse Community Foundation, were able to bring the idea from concept to completion in less than a year.

“The park’s visibility and key location along a major thoroughfare, with close proximity to college campuses and diverse neighborhoods, provides convenient access for a wide range of users,” said Outdoor Recreation Alliance vice president Jed Olson. “With the completion of the proposed improvements, the park will serve as an activity hub and a highlight of the neighborhood, fostering pride and building community.”

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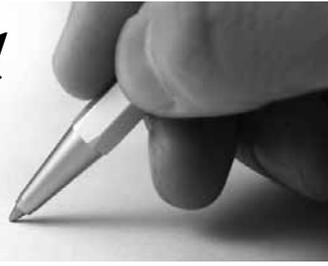
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Need new math manipulatives? Microscopes? Art supplies? A special school-wide speaker? Whatever the need, our third quarter Traditional grant provides funding up to \$500. Get details at MeemicFoundation.org/Traditional.

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 through Dec. 31, 2018.

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.

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

AIAA Foundation Classroom Grant Program

The AIAA Foundation Classroom Grant program promotes aerospace education activities in classrooms from kindergarten through grade 12. The program encourages development of innovative aerospace activities within the prescribed curriculum.

Grants up to \$250 are awarded.

Deadline: Applications are accepted October 15, 2018 through January 11, 2019.

Website: www.aiaa.org/Secondary.aspx?id=4184

Community Action Grants

AAUW (formerly American Association of University Women), through its Community Action Grants Program, provides funds for innovative programs or nondegree 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.

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 Dec 1, 2018.

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

American Honda Foundation Education Grants

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

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

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

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

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants are awarded to classroom teachers in prekindergarten through grade 12 to encourage innovative use of technology and other tools for effective teaching and meaningful student learning.

Grants up to \$3,000 are awarded.

Deadline: Applications are due May 3, 2019.

Website: www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29

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.

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. 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 Education 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 accepted year-round.

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

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Scoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

Deadline: Applications accepted year-round.

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

Emeril Lagasse Foundation Grants

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. The foundation makes Small Grants to support schools, and community organizations partnering with schools, that have an existing school garden or a culinary education program.

Grants up to \$10,000 are awarded.

Deadline: Concept Papers are accepted year-round.

Website: emeril.org/small-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

Charles Lafitte Foundation Grants

The foundation supports organizations working in four main areas: education, children's advocacy, medical research and initiatives, and the arts. CLF helps individuals gain access to schools, from preschool through college, by issuing grants and taking an active role in exploring new approaches to education.

Deadline: Applications are accepted year-round.

Website: charleslafitte.org/grants

Harry Chapin Foundation Education Grants

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.

Website: harrychapinfoundation.org/apply

Amber Brown Grant

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

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

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

Four State Finalists for Presidential Teaching Awards Named



Four Wisconsin educators have been named finalists for the 2018 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), considered the highest honor bestowed by the U.S. government for mathematics and science teachers.

The 2018 awards recognize those who teach grades kindergarten through six. Wisconsin finalists are:

- **Michelle Butturini**, fifth- and sixth-grade mathematics teacher, Reedsville Elementary/Middle School;
- **Michelle Howe**, science and agriscience teacher at Lodi Middle School;
- **Alicia Korth**, first-grade teacher, Lincoln Elementary School, New London School District; and
- **Rebecca Saeman**, mathematics and

reading intervention teacher, Sauk Trail Elementary School, Middleton-Cross Plains Area School District.

“These teachers demonstrate their care and love of students and the teaching profession,” said the State Superintendent. “Their passion helps to inspire our future inventors, doctors, and software developers who will certainly impact our ever-changing world. I wish our finalists well in the next stage of the Presidential Teaching Awards process.”

Established by Congress in 1983, the PAEMST program recognizes teachers who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of STEM education, the abbreviation for science, technology, engineering, and mathematics, which includes computer science.

Applications from Wisconsin’s finalists will be judged at the national level by a committee organized by the National Science Foundation, which administers PAEMST on behalf of The White House Office of Science and Technology Policy. The five Dimensions of Outstanding Teaching drive the evaluation process.

- Mastery of mathematics or science content appropriate for the grade level taught.
- Use of instructional methods and strategies that are appropriate for students in the class and that support student learning.
- Effective use of student assessments to evaluate, monitor, and improve student learning.
- Reflective practice and life-long learning to improve teaching and student learning.
- Leadership in education outside the classroom.

The panel may select one teacher of mathematics and one of science to receive a Presidential Teaching Award from each state and four U.S. jurisdictions, with up to 108 awards given each year. In addition to recognition and professional development opportunities, award recipients receive \$10,000 from the National Science Foundation. Nominations for the 2019 awards, which will recognize high school and middle school educators (grades seven through 12), are expected to open in fall.

Courtesy of a WI DPI press release

Presidential Awards for Excellence in Mathematics and Science Teaching

The PAEMST awards are the Nation’s Highest Honors for Teachers of Science, Technology, Engineering, and Mathematics (STEM, including Computer Science)

Nominations are now open for 2019. This year’s awards will honor science, technology, engineering, mathematics, and/ computer science teachers working in grades 7–12.

Eligibility requirements and nomination forms available at the website below.

Deadline: Nominations close on March 1, 2019.

Website: www.paemst.org/nomination/nominate

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College Park Elementary School is a 2018 Blue Ribbon School!



Ms. Kerry Owens-Bur, Principal

Greendale Schools serves approximately 2,600 students in three elementary, one middle, and one high school. College Park was built as an open concept school, with minimal divisions between classrooms, in 1972. The open concept design of College Park encourages a strong sense of community and allows staff and students to collaborate readily in all aspects of teaching and learning. The attendance area of College Park is economically diverse and includes multiple low-income-qualified apartment complexes, as well as homes in the middle- and high-end range of home values in the community. This economic diversity does not create any barriers to learning at the school. All students are welcomed, encouraged and their learning celebrated at College Park. Many families new to the school have shared that they made a choice to move to the school's attendance area because of its outstanding reputation among its parents. A small percentage of College Park students reside in different communities and their

parents applied for the opportunity to enroll in Greendale Schools through the state's open enrollment program.

College Park's key strategy to support the learning of all students is a commitment to providing a welcoming school community. Staff strive to make all students and families feel valued and welcomed in the school through the creation of a warm and inviting school culture with a focus on customer service. The school is truly a "Community of Learners," where stakeholders work together cooperatively and collaboratively to help all members meet with success.

The sense of belonging at College Park begins in the school office with a staff who strive to be friendly, kind and eager to problem solve when concerns arise. Teachers view families as equal partners in student learning. Success is shared and celebrated with parents and guardians leading to a strong partnership in the learning journey of students.

Students celebrate each other through sharing of languages, holidays and traditions. They embrace the opportunity to learn more about each member of our school and embrace our shared and unique cultures. This sense of acceptance leads to a belonging that allows all students to strive to give their best with the support of a strong team of educators.

Student leadership contributes to the promotion of understanding and support of all learners. Fourth and fifth grade students are invited and encouraged to take part in leadership teams providing community outreach, enriching school climate and communicating goals to the school commu-



nity. The students promote a positive school environment that values all learners.

College Park staff models a commitment to learning. Through team teaching, planning and a passion for their work, teachers create an enthusiasm and excitement for education that inspires students. A love of learning is apparent in every classroom each day.

College Park's success is truly a team effort that would not be possible without the shared ownership of all students, commitment to welcoming all members of the community and an excitement for learning shown every day by teachers and students. The school models the importance of a focus on learning, supported by celebrations

of success and the commitment of all stakeholders to doing their best each day. College Park is an inclusive and collaborative community of learners leading to success for all members of the school.

cp.greendale.k12.wi.us
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Removing Barriers to Equity

Continued from Page 1

be able to meet their educational needs. It is critical that we take time to honor and value the unique identities and worldviews of our students and their families.

Often times, we feel like issues of equity are a major undertaking and that it's too hard to create change. As educators, one place to start is our own context. It's about creating a space where students are given the opportunity to share about themselves. It is about building community. Doing this will build trust with students and they will begin to share their perspective on an array of issues. It is when this trust and sharing of perspective occurs that it is pivotal to be a voice for students. As I listen to students, I like to take time to reflect on what they have to say and carefully examine our school system to see where barriers to equity exist.

It's also important to realize that we are not alone. There are many educators who are passionate about working towards achieving equity. It is about finding those allies and working together to make change. I encourage you to identify policies and practices in your school that are barriers to equity. We must keep moving forward and remain hopeful because our students deserve that from us.

Source – WI DPI ConnectEd

sdw.waukesha.k12.wi.us
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All Students All of the Time

Continued from Page 1

students on topics ranging from hunting to fishing to horseback riding to reading. I ask students about things like their most recent athletic contest or what their parents do or about their new car. Students love to know we care. As educators, we hold a powerful position in influencing our students and a trust-based, two-way teacher-student relationship is essential. All students deserve this level of care and concern all of the time.

My advice to teachers, veterans or rookies, is to speak with every kid with an open and honest approach. Students who are struggling need to be asked why. Students who have great successes should be celebrated. Students with depression or suicidal thoughts need to be asked directly about them. Our kids need

to know that we genuinely care and are there for them, as a whole child.

Ask questions, share stories, and let these kids know you are not only a teacher but a human being. Imagine being a student in a school where you know your teachers genuinely care about you as a person. Imagine how motivated you might be to learn. Imagine how strong you would feel about not letting these caring, trusted adults down. All students deserve our honest and natural attention, all of the time.

Source – WI DPI ConnectEd

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Teachers Celebrated During Crystal Apple Awards Dinner

By Meghan Reistad, NBC15

Last school year, NBC15 received more than 550 Crystal Apple Award nominations covering 215 schools in southern Wisconsin. Five teachers received a Crystal Apple Award for going above and beyond the classroom.

The annual Crystal Apple Award dinner in May honored the winners and 10 teachers who received an honorable mention.

"They build relationships with all of their students. They're the first to greet them when they arrive at school... They're really the unsung heroes of what we do in public education," said Middleton-Cross Plains Area School District Superintendent George Mavroulis.

"In an industry where we so often focus on negative things that area happening, it's really refreshing to be able to share positive stories every spring and really show the community what so many amazing teachers are doing," said NBC15's Leigh Mills.

Mills has been handing out these awards for 13 years and she said it's an honor and a privilege to spearhead this station project.

Crystal Apple Recipients:

- Kathy Hiteman, Kromrey Middle School (Middleton)
- Kathryn Dabetic, Yahara Elementary School (DeForest)

- Scott Anderson, Juda High Schol (Juda)
- Laura Daugherty, Portage
- Deb Janke / Ann Renn, Lomira/Baraboo

Honorable Mentions:

- Michelle Kretschman, Rome Corners (Oregon)
- Ryan Petersen, Deerfield High School
- Nicole Quandt, Lindburg Elementary (Madison)
- Sally Erck, Orchard Ridge (Madison)
- Emily Auerbach, UW Odyssey program
- Jenny Bynum, Lincoln Elementary (Janesville)
- Lori Barker, St Maria Goretti (Madison)
- Troy Talford, Sauk Prairie High School
- Angela Fronek, Country View (Verona)
- Eric Brehm, Wisconsin Dells High School

Kathy Hiteman

Kathy Hiteman ends every year by putting on a Shakespeare play with her sixth grade students at Kromrey Middle School in Middleton.

She has taught science and literacy in fifth and sixth grade for 28 years, and this was her last year.

"The thing I'm going to miss the most are my kids, for sure," she says as she looks out



Kathy Hiteman

at her classroom full of eager to learn 11 and 12-year-olds.

"She's just so kind," explains student Evie Washburn, "And I've never had a teacher that cares about acting as much as I do, so I feel like we really relate in that sense."

Student Mason Roquet adds, "The way that she can connect to every single individual person, and she takes the time out of teaching to do that."

Over the years, Hiteman organized a Shakespeare Day. "I just want them to experience the stories and the characters and the themes in the play," she explains with excitement, "And the blood and the guts and the ghosts and the kings, it's fantastic!"

"She's inspirational for me," explains Monica Contreras, who is now at the high school, "She taught me new stuff, Shakespeare, I didn't know who he was!"

Sophomore Clare Weigert adds, "She was so unique from any other teacher I had. She was so fantastic and inviting and positive, and just really helped me learn as a student."

Clare's mom, Bonnie Weigert, also nominated Hiteman. "When we found out she was retiring," she explains as she gets choked up, "I think we just decided that we needed to do this."

I walked into her classroom to surprise her with the award. "Congratulations!"

The whole class started clapping, as she responded, "It just means the world to me that they still care and . . . oh my gosh, I have no words!"

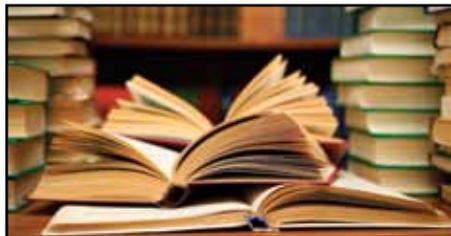
"I think the best thing is that they know that I love them, and they love me back," she continued as her eyes filled with tears, "It makes it pretty bittersweet, yeah it does. Oh my gosh, thank you so much!"

mcpasd.k12.wi.us
(608) 829-9000



Continued on Page 21

The Science of Teaching Reading



Gary L. Willhite, Ph.D.

Institute for Professional Studies in Education, UW-La Crosse

As I concluded the last article titled *The Science of Teaching Phonics* (See our previous issue: *Teaching Today, WI, Fall 2018, Volume 1*) I encouraged you, the reader, to listen to each of the podcast referenced by Minnesota Public Radio: *Why Aren't Kids Being Taught to Read* and *There's a Science to Teaching Children to Read*. I, also, felt that there was an 'accusation' in the last podcast that the reason children cannot read is that pre-service education programs are not teaching the science of reading and that I planned to survey our UWL literacy faculty on this very 'accusation.'

In June of 2018, a new scientific report titled *Ending the Reading Wars: Reading Acquisition from Novice to Expert* was published by three psychological researchers with the aim of solving the "reading wars," and "emphasizing the teaching of phonics in establishing fundamental

reading skills in early childhood. Scientist Anne Castles (Macquarie University), Kathleen Rastle (Royal Holloway University of London), and Kate Nation (University of Oxford) synthesized 300 research studies, book chapters, and academic journal articles published across a variety of scientific fields with the intent of once and for all ending the reading wars.

Our brains are not wired for reading – it must be 'rewired' to learn to read. "Writing is a code for spoken language, and phonics provides instruction for children in how to crack that code," states Castles. "Phonics is an essential basis for becoming a good reader, but it isn't enough on its own – one aim of our review was to describe the other key ingredients that must be combined with phonics to support good reading development."

What is interesting about this report is that it is an affirmation of the National Reading Panel's established scientifically-supported reading methods published in 2000. The Science of Teaching Reading not only includes the teaching of phonics but also includes the explicit, systematic instruction of all five essential components of early reading instruction – the 5 pillars of literacy – phonemic awareness (the understanding that words are composed of sounds), phonics (builds on phonemic awareness), fluency (the ability to read accurately, rapidly, and with expression

so the reader can process and comprehend what has been read), vocabulary (the range of words a student uses), and reading comprehension (the process of determining meaning of the text). Each of these pillars are not to be merely embedded in course work but teachers are to be shown how to use each strategy in the proper way.

The survey/interview/s of our UWL literacy faculty was interesting and provided me with new insight into our undergraduate programs. Over the past two years our undergraduate literacy program has undergone a revision to strengthen the program by revising current courses and adding an additional course. When asked to reflect on the Science of Teaching Reading and whether or not this concept is taught in our undergraduate program direct answers varied on how it was taught, however, the consensus was yes, the Science of Reading is not only taught in our undergraduate programs but is taught in such a way that there is a practical application of the Science of Reading demonstrated throughout our undergraduate programs.

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7 TIPS WOMEN SHOULD CONSIDER WHEN NAVIGATING RETIREMENT

Women have unique challenges when it comes to building a secure retirement. Here are seven tips to consider along the way.

- 1. Know where your money is going.** Whether or not you're in charge of the household finances, you should have a good idea of what accounts you have (as well as the ability to access those accounts), what your monthly expenses are, and how much you are saving. Be part of the decision-making process and you'll build financial confidence.
- 2. Save now, no matter what the amount.** Even if you can only put a small amount toward retirement, do it today. It's never too early or too late to get started.
- 3. Build your savvy.** Seek out reliable information on saving for retirement to help you make good decisions, like how fees impact your retirement account, the importance of diversification, risk tolerance, and the types of investment products available through your employer.
- 4. Keep retirement savings a priority.** Because women tend to assume the role of caregiver, they often put their own needs (including financial) last. But your mantra should be, "Pay yourself first."
- 5. Consider long-term care insurance (LTCi).** LTCi is designed to cover the cost of long-term care services, which are generally not covered by health insurance or Medicare. Having a long-term care policy may help save your finances.
- 6. Get help with caregiving.** Whether you are caring for aging parents or needing help yourself, take time to research all of the community resources available. Contact your local Area Agency on Aging or disability resource center.
- 7. Maintain your health.** No one can predict what will happen in the future, but maintaining your mental, physical, and social health will reduce your odds of costly illness later.

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Kathryn Dabetic

"What if I have some of you guys come up and find a word you can read," suggests Kate Dabetic to her first grade class at Yahara Elementary School in DeForest.

Dabetic has taught first or second grade for 18 years, but last year presented a new challenge: working with a family whose 6-year-old is battling brain cancer.

"It's sometimes a rougher morning, but then she can see friends, settle down and just be," explains Dabetic, "And it's nice. I think it gives her a chance to be a first grader."

Maddie was diagnosed two weeks before she started kindergarten. She had three surgeries that first year of school, but the tumor kept coming back so she started chemo the second week of first grade.



Kathryn Dabetic

"Mrs. Dabetic has been so helpful for us," said her father, Shawn Feldman, "She's kept Maddie involved in class, and Maddie's only here two days, maybe two-and-a-half days a week so she's done everything she can to keep her feeling like she's just one of the kids."

The community has also rallied around this little girl. They made her an honorary superhero at the Badger Childhood Cancer Network's Superhero Run in the fall of 2017 and held a fundraiser to help the family with their growing medical bills. So Emily and Shawn Feldman felt it was their turn to give back.

"She's just been such a positive person in our lives this year, and I just really appreciated that," says Emily Feldman, as she begins to tear up.

"I love my students, and it really means a lot to me that they actually care, and love me back," says Dabetic during a surprise, all-school assembly, "It means a lot because that's why I get up every morning and why I come here."

But perhaps what is the most important, is the lesson she teaches about life.

"That they're all amazing individuals," says Dabetic as tears stream down her cheeks, "That they are loved, that they are worth it, that they are good human beings and that they can do anything they want to."

www.deforest.k12.wi.us
(608) 842-6500

Scott Anderson

Scott Anderson works to make sure his students understand math.

He's really inspiring them to believe in themselves, and their ability to solve any problem that will come their way.

"So Keegan said junk times junk. It's a product rule, it's F and G," said Scott Anderson.



Scott Anderson

Scott Anderson left a career in engineering to become a teacher when he was 35.

"And now, we've just got to finish the answer, do you guys agree?" said Anderson.

For the past 12 years...he's taught math and engineering in Juda.

"There were days where I made a widget do something and it was great, I enjoyed it, but I didn't feel like I was having a lasting impact and I just knew that I wanted to be in a classroom with young adults," said Anderson.

"Let's do some integrals, because we want to make sure we understand this," said Anderson.

Anderson helped develop and integrate a new steam program at the school. Including an ungraded, school-wide project that ends in a competition...one year, with king of the hill cars, and this year with robotics.

"It gives kids the chance to do the project, try it, fail, try it, fail," said Anderson.

"Sometimes in a school setting, we lose sight of that idea that a kid can fail," said Anderson.

"That was a really interesting experience, because we got them and we looked for the instructions, and there were no instructions and we were like, Anderson, help, how do we work these? And he was like oh, I don't know, good luck!" said Samantha Anderson.

"He's a leader, he's fearless, and he also gives kids an opportunity to try different things," said Nancy Samplawski.

His counterpart in science, who also won an apple 11 years ago, says Anderson works hard to teach his students real-world skills.

"You can see the desktops, they write all over, do formulas, he thinks outside the box so when it comes to STEM what he brings is that fearlessness," said Samplawski.

**"To be good, and to do good,
is all we have to do."
— John Adams**

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Anderson also started the six rivers east conference math meet 10 years ago, which draws students from seven schools districts. Half of the Juda High School students are on the team.

"I transferred my freshman year and was really behind in math, and he was able to get me caught up on everything I need to know, and now I'm in calculus," said Victoria Euclide-Petig.

"I give the students opportunities and they take it," said Anderson.

In fact, four years ago his physics class took on green energy by installing solar panels on the school's roof to work toward a goal of powering 10% of the school's energy.

"We're not really teaching the skills you're gonna need, because we don't know those skills yet, what we're teaching them is you can learn and you can succeed as long as you keep trying and keep solving problems," said Anderson.

www.judaschool.com
(608) 934-5251

Laura Daugherty

Teachers dedicate their lives to working with children, but not many can say they dedicated nearly six decades.

This Crystal Apple Award recipient from Portage is still working, and at this point has no plans to call it quits.

"Okay, you have a study guide that you were given today," said Laura Daugherty.

Laura Daugherty's classroom changes every day.

Daugherty goes on to say with a clap clap, "Are there any questions? Okay, lets go to it."

You see, she retired 21 years ago, but just couldn't stay away. She has become the building's favorite substitute teacher.

"She follows the plans to the letter and does a very nice job in that capacity and has a very good rapport with the students," said Rich Helmer.

Jan Imhoff explained, "She's my number one sub. At the beginning of the year, I look at the days that I need to be gone, and I call Laura to say, 'Here's my list for the year, and she says okay. I'll put it on my calendar' she's just the sweetest lady."

Laura started teaching 57 years ago in 1961. She taught 6th grade in Portage for 30 years. She was known for her annual trip to Washington, D.C. with the kids on safety patrol. After retirement, she began subbing in high school, and every year the students beg her to return.

"I'd tell her that she's my adopted grandma, because she has the sweet grandma voice. So I always tell my friends so yeah. I'll tell Ms. Daugherty that she can't leave, but after this year, it's fair game for her," said Kyle Brockley.

Joy Weyer said, "She's here at least three times a week, at least three times a week. She just keeps on going and generations. She has literally



Laura Daugherty

taught generations of children in the Portage area."

"I even have some ex students who have become teachers and retired from teaching themselves," said Daugherty.

Needless to say, she wasn't expecting what came next.

Your 2018 Crystal Apple teacher from Portage, Mrs. Laura Daugherty," said Leigh Mills as Laura covers her face and smiles.

"I've worked with children from grade one through grade 12, and I love the kids. I guess that's all there is to it," said Daugherty excitedly as students clapped.

www.portage.k12.wi.us
(608) 724-4879

Ann Renn/ Deb Janke

Our Crystal Apple Awards are a celebration of teachers, and this celebration took a little work to pull off.

We honored not one, but two educators who made an impact on a student at Baraboo High School nearly two decades ago.

Leigh Mills said, "Your Baraboo High School Crystal Apple winner, Mrs. Ann Renn! Ann Renn, come on!"

"It's just heartwarming. I truly love my job and every piece of every person that's in this building," said Ann Renn.

"I have something we've never done before. I actually have a second Crystal Apple, and this actually goes to Mrs. Deb Janke," said Mills.

Deb Janke and Ann Renn were two Baraboo High School counselors for six years starting in the late 90's.

One of their then students nominated them both for saving his life.

"I was not a terrible kid, just a terrible student," said Tyler Greenwood.

Greenwood went on to say, "My sophomore year, we realized that I was not going to graduate on time if at all, and these two amazing ladies truly believed in me."

Greenwood did graduate six months after his classmates.

He went on to become a firefighter and

paramedic, but it wasn't until years later that he realized how much their extra effort impacted his life.

"Somehow this kid who everyone, literally everyone doubted is saving lives, and I owe it to them," said Greenwood.

"I don't know that there's anything better than that, quite frankly, I think that's the best job and the best thing anybody could ever say," said Deb Janke.

Renn explains, "It's hard to wrap my head around the fact that he really believes that this impacted the rest of his life and what he does for people, but we knew that about Tyler. We could tell that Tyler had it in him.

And while he saves lives, Tyler calls them the real heroes.

Greenwood said, "Because they believed in my life, today I save lives."

"I have never lost hope in any of the students that have gone through the high school or the school district, and I thank you all for being part of my life and growth as an educator," said Renn.

Janke added, "When somebody reaches out to you and they want to help you, they do it because they genuinely care so keep that in mind. There's always somebody here for everybody. Just find that person and live up to your potential."



Ann Renn and Deb Janke

Ann has been a school counselor at Baraboo High School for 24 years.

Deb moved into administration and is now the principal at Lomira High School, but they've remained dear friends over the years.

www.baraboo.k12.wi.us
(608) 355-3950

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Wisconsin's 2018 Blue Ribbon Schools

Congratulations!

Nominated in January, the schools completed an application and underwent a national review process. Wisconsin's 2018 Blue Ribbon Schools are:

- **Bannach Elementary School**, Stevens Point Area Public School District;
- **College Park Elementary School**, Greendale School District;
- **Flynn Elementary School**, Eau Claire Area School District;
- **Gibraltar Elementary School**, Fish Creek, Gibraltar Area School District;
- **Iron River Elementary School**, Iron River, Maple School District;
- **Parkview Elementary School**, New London School District;
- **Prairie View Elementary School**, De Soto Area School District; and
- **Roosevelt Elementary School**, Kenosha School District.

Nationwide, 349 schools will be recognized at the Nov. 7–8 awards program in Washington, D.C. Award



winning schools are honored in one of two performance categories. Exemplary High Performance Schools are among each state's highest performing schools as measured by state assessments or nationally normed tests. Exemplary Achievement Gap Closing Schools are among each state's highest performing schools in closing achievement gaps between a schools' subgroups and all students over the past five years.

Photographs and a brief description of the 2018 National Blue Ribbon Schools are available on the U.S. Department of Education Blue Ribbon Schools website.



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