

Grant Elementary is a Spotlight School

Nicole Sondalle
Marketing & Communications Specialist
Sheboygan Area School District

Grant Elementary is a neighborhood school in the Sheboygan Area School District serving over 400 students in kindergarten through fifth grade.

Grant Elementary School has been named a Wisconsin School of Recognition for the last five years. The school qualified in the 'Beating the Odds' category, meaning they are in the top 25% of high-poverty schools in the state and also have above-average student achievement scores in reading and mathematics when compared to schools from similarly sized districts, schools, grade configurations and poverty levels.

In fall 2014, Grant School was recognized as a Spotlight School by the Wisconsin Department of Public Instruction for exemplary implementation of academic interventions and character education.

Academic interventions are targeted, academic supports designed for each individual student based on test data and progress

monitoring. Interventions are scheduled to provide a time to work with smaller groups of students on specific areas of need or enrichment. This gives teachers time to provide extra help, as well as extra challenges. At Grant, reading interventions are offered during the daily scheduled intervention time, and math interventions are offered three days a week. During this time, interventionists provide differentiated instruction to struggling students and excelling students. This time is also used to support English language learners and students in special education.

A Data Analysis Team (principal, school psychologist, interventionists and guidance counselor) regularly analyzes student performance. The goal is to have 80% of students become proficient in understanding concepts through core classroom instruction.

The interventions provide differentiated instruction to each student. They target instruction to ensure all students improve their knowledge of concepts. Interventionists and classroom teachers work together to ensure they meet the learning needs of every child. A



variety of additional enrichment interventions such as Junior Great Books, spatial reasoning math challenges, and classic literature workshops are a few of the opportunities offered.

Teachers share individual student progress with each student on a regular basis. This is one way students learn to self-monitor and

Continued on Page 19

West De Pere 6th Graders Give Back with Packages of Hope



Ryan Lokken
West De Pere School District

While Common Core continues casting its wide net over education, there are still certain lessons students learn in school that

extend beyond curriculum and standardized tests. A recent project at West De Pere Middle School perfectly exemplified this notion by partnering the 6th grade class with a local organization called Packages of Hope. The

ultimate outcome of the collaboration, appropriately titled "6th Grade Gives Back," was \$1000 of raised funds and a gained appreciation for helping others.

Packages of Hope dedicates itself to helping people around the state of Wisconsin who have recently experienced a challenging life circumstance. Care packages are sent to these individuals to lift their spirits and remind them that they are not alone. So when 6th grade teacher Chelsea Faase discovered that Jaylynn Thomas, a student in one of her language arts classes, and her mother, Beth Clausen, were directly involved with promoting this cause, she saw an ideal opportunity to adapt this concept of goodwill into a grade level project.

Charitable holiday cheer quickly circulated throughout the 6th grade hallway when students learned that the first phase of their participation would be a week-long fundraising effort to support Packages of Hope. This enthusiasm also welcomed with it a blend of competitive spirit as the plan centered around a homeroom penny war. With each

cent representing one point, coin donations counted positively toward a homeroom's overall score. Paper bill donations placed into an opponent's jar, however, were used as tools to subtract points. The class with the highest total at the end of the week then earned the right to celebrate its victory with an ice cream party.

The outpouring of generosity that ensued reached beyond any initial expectations. "What began as a way to simply help students experience the personal fulfillment of giving back to the community quickly evolved into a legitimate fundraising event," observed Faase. "Our amazing students stepped up in the most inspiring and selfless of ways."

With just five days to accumulate funds for a penny war that was technically only active during school hours, and no true sense of a monetary goal ever established, few would have ventured to accurately guess the total ultimately collected from the effort.

Continued on Page 19

D.B. REINHART
INSTITUTE for **ETHICS IN
LEADERSHIP** at VITERBO
UNIVERSITY

Two-day workshop for educators

TEACHING THE HOLOCAUST

Viterbo University
March 26–27, 2015
La Crosse, Wisconsin



Thursday and Friday activities include presentations by:

- **Eva Schloss**, Holocaust Survivor and Anne Frank's Childhood Friend and Stepsister
- **Steve Feinberg**, Former Special Assistant for the Education Programs in the National Institute for Holocaust Education at the United States Holocaust Memorial Museum in Washington DC
- **Elaine Culbertson**, Executive Director of the American Gathering of Jewish Holocaust Survivors and Their Descendants, Program Director, Holocaust and Jewish Resistance Teachers' Program, and Chair of the Pennsylvania Holocaust Education Council
- **Dr. Abraham Haim**, President of the Cultural Council of the Sephardic Community in Jerusalem, Israel
- **Dr. Gregory Wegner**, Professor Emeritus of History, University of WI—La Crosse
- **Rabbi Simcha Prombaum**, Congregation Sons of Abraham
- **John Regnier**, Concentration Camp Liberator
- **Fritz Kesselring**, former member of the Hitler Youth
- **Darryle Clott**, History Instructor/Ethics in Leadership Associate, Viterbo University
- **Dana Humphrey**, Former Middle School Teacher currently serving on The Missouri Holocaust Association and Awareness Commission
- **Dave Nelson**, Language Arts Teacher, Westby High School, Westby WI



**Keynote lecture
presented by Eva Schloss**
***"Hiding, Betrayal, Survival:
The Life and Times of Anne
Frank and Eva Schloss"***

7 p.m. Thursday, March 26
Viterbo Fine Arts Center
Main Theatre

More information and a schedule of events are available on the **D.B. Reinhart Institute for Ethics in Leadership** website at:
www.viterbo.edu/holocaust2015

To register for the conference you may fill out the online registration form at the website above.

One Graduate Credit Hour is available for this workshop.

For more information contact Maureen Cooney at mjcooney@viterbo.edu or 608-796-3082.

Registration deadline: March 1, 2015

TEACHING TODAY WI

PUBLISHER/EDITOR: Renee Feight
 EDITOR: Andria Reinke
 PAGE COMPOSITION: Andrew Clausen
 WEBMASTER: Scott Bayerl
 SPECIAL PROJECTS: Allie Zacharias
 ACCOUNT EXECUTIVE: Carrie Maass
 Please direct articles, advertising, questions or comments to:

Teaching Today WT™
 PO Box 1704
 Eau Claire, WI 54702
 Phone/Fax 715-839-7074
 www.teachingtodaywi.com

Please direct all inquiries to:
 renee@teachingtodaywi.com

Teaching Today WT™ is an independent publication for educators.

The opinions expressed in Teaching Today WT™ are not necessarily the opinions of Teaching Today WT™. We reserve the right to edit any and all materials submitted due to grammar, content and space allowances. Articles, photos and artwork submitted to Teaching Today WT™ are assumed to be released by the submitter for publication.

Teaching Today MN™
 Transportation Today WT™
 Manufacturing Today WT™

Headlines from the Teaching Today WI Educational Blog teachingtodaywi.wordpress.com

Invite Community Guests to Your Classroom in the New Year!

Bringing special guests to the classroom is a great way to engage students by offering them a first-hand perspective in an “in-house field trip,” notes fourth-grade teacher Lindsey Petlak. In this blog post, she offers several examples of how community guests have made a difference in her classroom.

Students learn about international culture by connecting with peers online

Illinois middle-schoolers in an international studies class connect with their peers in Norway, France and Canada through free videoconferencing software and social media.

Recently, eighth-graders talked with their “keypals” in Norway, asking about holiday traditions, favorite sports, YouTube videos and Norwegian language and customs.

How gratitude journals can transform students’ grades, lives

After experiencing the positive effects of gratitude in his personal and professional life, fourth-grade teacher Owen Griffith introduced his students to gratitude journals, he shares in this blog post. Griffith’s students start by writing five gratitudes, a practice, research has shown, can improve grades and goal-setting, plus increase satisfaction in relationships and school, he writes.

From our Website www.teachingtodaywi.com

Literacy Website

For learners with deaf-blindness, multiple disabilities, complex challenges: You will find information based on current literacy research and practice, step by step ideas for moving each child along the literacy continuum, practical examples from families and classrooms.

Soft Skills to Pay the Bills

“Skills to Pay the Bills: Mastering Soft Skills for Workplace Success,” is a curriculum developed by ODEP focused on teaching “soft” or workforce readiness skills to youth, including youth with disabilities.

In this Issue

Real Life Engineering in the Three Lakes Fab Lab Page 5

Update your Engineering Curriculum with an Underwater Robot Page 9

Grants Page 8

La Crosse Student Takes Technology Interest into Money Making Venture Page 9

PBIS at Work at Clinton Elementary School Page 10

Longtime Leader Page 11

Dream Careers contest Honorable Mentions Page 15

Fond du Lac student starts delivery business Page 18

A Fluent Influence — West High teacher wins foreign language award Page 20

New Kids on the iBlock Literacy Initiative Brings Prestigious Worldwide Award for KASD Page 22



KOHL'S WILD THEATER

We travel from the Zoo to You!

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

Great for Schools, Community Events and Festivals!

Book Kohl's Wild Theater; dates fill quickly!
 414-258-2333 • wildtheater.org




A Zoological Society of Milwaukee and Milwaukee County Zoo Partnership

JOIN THE

NATIONAL SCIENCE TEACHERS ASSOCIATION

AT OUR STEM FORUM AND EXPO



Forum & Expo

Minneapolis, MN
 May 20–23, 2015

This exciting event will provide resources for educators and organizations seeking to learn more about STEM education, associated outreach programs, partnerships, schools, and curricula.

Keynote Speakers:
 Captain Barrington Irving
 Freeman Hrabowski

Save up to \$40!
 Register by
 Earlybird Deadline
 March 27



For information and to register, visit
www.nsta.org/conferences/stem



Is Facebook the New School Webpage?



Matt Renwick

Why use Facebook for home-school communication? Your news feed may be littered with advertisements, with the all-too-creepy ability to personalize these ads to your perceived tastes. Facebook updates their privacy policies with as much frequency as NFL teams change their coaches. There is also the increased potential for misunderstandings to occur due to the wrong word or phrase posted.

Educators can avoid these issues by using only paper, a webpage, and email to share school news and student learning.

Mark Zuckerberg might beg to disagree. The founder of Facebook was profiled by Lev Grossman in *Time* recently about how widely their communication tool is used. The king of social media boasts a participation rate of 1.35 billion users.

Consider these other statistics:

- If Facebook were a country, it would be the 2nd most populous in the world (behind China).
- 85% of everyone on earth live within range of a cell tower.
- Some suggest using drones and satellites to provide the other 15% with Internet access.

With this in mind, have the benefits of using social media to connect classrooms with families finally outweighed any negative outcomes? Many educators, including those in my own school and district, believe so. They have found that the advantages include utilizing a private online space to easily share student learning, tapping into a medium that has an audience, and taking advantage of a mobile platform.

Teacher's Perspective

Sherry Marzofka, a kindergarten teacher at Howe Elementary School, was our first staff member to try out Facebook as a parent communication tool. A regular user for personal reasons, she saw the potential that this social media could have for the classroom. Using a mobile device, Sherry can take pictures and video of student work and classroom experiences, and then upload this media directly to her classroom account. Parents can check their

feed from home or work and get an insider's view of what their child is learning that day.

Here are the steps she took to set up a classroom account and ensure student privacy and safety:

- Create the site, using your professional email to keep it separate from your personal account.
- Obtain parent permission to post student images and work with a school-approved form.
- Get the word out about the classroom Facebook page through newsletters and in person.
- Provide a link or feed of the Facebook page on the classroom webpage.

If parents choose to not allow their child's image to be posted online, Sherry will annotate any pictures with that child in it by blurring their face before posting.

The success Sherry has experienced with parent communication using this platform has prompted her to invest classroom dollars into a wireless digital camera. It will allow her to capture better footage and utilize advanced image features that a tablet may not have. In addition, Sherry can also curate this media as artifacts to support her professional learning goals.

Continued on Page 19

BrainStorm 16.0 Conference coming in March



WISCONSIN DELLS, Wis. – More than 80 sessions designed by leaders from industry and education will anchor the premier educational technology event in the Midwest.

BrainStorm 16.0 will host more than 750 attendees who work in information technologies for public and higher education (K–20) as well as industry leaders in school technology. The annual conference will be March 1 to 3, 2015, at the Kalahari Convention Center in Wisconsin Dells.

“This is the 16th year for this conference and it has become a time for technology directors, network managers and technicians to engage in collaborative learning, master best practices, and learn about experiencing new

technologies,” said Kevin Capwell, President of the Midwest Educational Technology Association that coordinates the event.

“Attendees are able to meet with others from regional educational institutions and meet leading technology vendors from across the country,” Capwell said. Those attending are from throughout the Midwest with a concentration from Wisconsin, Minnesota, Iowa, Illinois and Michigan.

This annual training opportunity allows educational institutions of all sizes to participate in a reasonably priced training of the highest level while seeing the latest the industry has to offer and having the opportunity to discuss face-to-face with manufacturers and

vendors how that technology can be used to support digital learning and infrastructure.

“Attendees appreciate this conference. Its focus is on information technology and the educational tools they need to do their jobs. It looks at the latest technology for K-20 education such as online delivery systems and network security and employs a combination of expertise from other educational institutions and manufacturers and vendors to target the delivery,” Capwell said.

The conference also sponsors a more than 140 vendor expo, providing attendees exposure to those who have partnered with presenters to deliver workshops.

“The conference and expo has become a place where techs gather to share and learn



and receive unparalleled access to vendors and developers,” said JC LeDoux, META member who coordinates the expo.

Midwest Educational Technology Association Inc. (META) sponsors BrainStorm to serve the professional development and training needs of educational information technology staff.

For more information on the conference go to www.brainstormk20.com. Registration materials, scheduling information as well as exhibitor information is available.



Real Life Engineering in the Three Lakes Fab Lab



By Al Votis
Three lakes School District

It's one thing to learn about engineering principles from a textbook, and quite another to be able to put those principles into action through real life problems. That is exactly what students at Three Lakes High School are doing in the new Fab Lab. Students are getting

the opportunity to not only work on design and creation of a product, but work with customers as well to meet their specifications and needs.

Besides the work to learn software and hardware, and engineering principles, students are also working with local businesses and individuals to design, re-design/improve, and create items to make their jobs easier. These

include designing and printing a 3D model to use as a mold for plastic fishing baits, re-designing dental equipment to be more efficient, and helping out elementary teachers by designing and printing pieces for a battery case for a game.

As news of the new Fab Lab has spread, we have seen people come in to get a look at what we have, and what we can do, and to see how we can use our equipment and expertise to help them out as well. The first individual we had come in is a person who creates and sells plastic musky fishing baits. He came to use to help in his mold creation process. His current process involves carving shapes out of plaster blocks, and then using the blocks to create his silicon mold. The problem comes in getting a perfect carving that is symmetrical and can produce multiple exact copies. Our students task is to take one of his plastic baits, and reproduce the design in solid works, making it smooth and symmetrical, and then 3D printing a solid model that he can use as a positive for his mold making.

Another project that the students are working on involves dental equipment. A dental hygienist came in and met with the students and explained how she would like to have them re-design a dental x-ray apparatus to make it easier to take x-rays from multiple

angles. She went through all her needs with the students, and her ideas, and then turned the project over to the students to use their ideas and skills to create a 3D printed object that she can test to see if it will make it easier to get all the x-rays she needs.

The third project involves a game that the students play in an elementary classroom. The game comes with a battery pack, but there is nothing in the design that holds the batteries in. If the batteries move, the game doesn't function, and the students get frustrated. The elementary teacher brought the games down to the Fab Lab to see if our students couldn't design and make something that would hold the batteries in place.

Each of these situations involves not only using skills learned in the classroom using engineering principles, but exposes them also to other areas of business, especially working with customers to meet their needs. These kinds of experiences are invaluable and help our students gain the skills to be able to fill multiple niches in business or industry.

www.threelakesd.k12.wi.us
(715) 546-3496



Engineering is the #1 major at St. Thomas

Find out why

www.stthomas.edu/engineering/learnmore



UNIVERSITY of ST. THOMAS
MINNESOTA

Update your Engineering Curriculum with an Underwater Robot

Matthew Schultz
Technology and Engineering
Instructor
Lakeview Technology
Academy

A few years ago I wrote an article on “Building an Underwater Robot in your Class for under 100 dollars” (*See at right*). I followed up that article with a presentation at the WTEA Spring Conference, where I demonstrated starting an Underwater Robot Club with your students. After much interest was expressed to do a follow up session at this year’s joint WTEA/ITEEA conference I decided what the heck, why not.

A lot has happened in the two years since I did the first session. Though my school still offers the afterschool club, and competes in a marine competition in the spring, I am no longer the advisor of the club. I had to make the tough decision as a teacher and advisor of many clubs to let one go, to make time for my new wife. Even though our club is running strong, and I am still able to help out, I yearned to continue using the Underwater Robot as a “vehicle” of teaching in my classes. I decided to tailor the project to work in my Principles of Engineering Class which is set up within a structured framework.

Once I decided to make this change in the class I spent some of my summer designing the underwater robot project to match the curriculum. This wasn’t as easy as I originally thought. Because the curriculum and the robot need to follow a certain order to keep the structure of both the class, and the robot. It took some time to make the adjustments so everything would line up.

After much work, and much consulting



with my peers, I am ready to run the first attempt at this new joint curriculum. In my first designs of the curriculum I struggled to match every single unit to the robot. Then after much aggravation I decided, not every unit needs to correlate, I can still do projects that don’t tie into the robot project, why not, there are no rules.

This is my first attempt at integrating the two curriculums. As usual I am sure I will make some mistakes, and decide a better way to do it the next time, but I am excited to bridge the two. At the conference I will be sharing my success as well as what wasn’t so successful. I will also be sharing curriculum and giving away material to get your own underwater robot started in your classroom. I will be in the first sectional following the opening key note speaker. Hope to see you there.

lakeview.kusd.edu
(262) 359-8155



Building an Underwater Robot in Your Class for Under 100 Dollars

Interested in a cheap, easy to assemble, fun and interesting robotic project for your students? Would you like to build a robot in your class, but don’t have the budget to do so? Are you uncomfortable with your knowledge of robotics, and are looking for a good stepping stone to get you started? If you answered yes to any of these questions, building an underwater Robot is just for you. Building an underwater robot isn’t as difficult as it seems. Getting started in underwater ROV’s (Remotely Operated Vehicles) can be as easy as visiting your local hardware and favorite sporting goods store. For one hundred dollars you and your students can be on the way to competing in your first ever underwater robotics competition.

For your first Underwater ROV, I strongly recommend you start small and simple. Design your ROV using simple affordable materials. 3/4” PVC is an awesome, affordable material for frame construction. PVC is easy to use; it comes with many elbows, and is affordable to even the smallest

school budget. Motors can be found easily too at your favorite outdoor sporting goods store. Bilge pump motors come already water proof and make great propulsion systems for your ROV. Propellers for your bilge pump motors can be found at your local hobby store. Controlling your ROV is simple too. Just pick up some double-pole double-throw switches at your local electronics store. While you are there pick up a couple rolls of 100 foot speaker wire and the supply list for your robot is almost complete. A cheap car battery will suffice as a sufficient portable power supply. If your budget allows you can also pick up a cheap water-proof, back-up camera. Allow your students to design and fabricate a unique ROV that is nice on the pocket book.

The underwater ROV can be utilized in a number of areas in your school’s curriculum. It can be used in a robotics class, an engineering class, in science and biology classes, and if your robot is really good, you can compete in a local underwater Robotic Competition.

 A large banner for Milwaukee School of Engineering (MSOE) University. The banner is black with red and white text. It says "MSOE UNIVERSITY" on the left and "Welcome to Campus" in large white letters in the center, with "msoe.edu" in red on the right.

JUNIOR VISIT DAYS

These Visit Days are designed for students and their families looking for important steps and information relevant to their current academic year. The day consists of an admissions presentation, student-guided campus tours and refreshments with students and staff. Arriving promptly at 10 a.m. is encouraged to get the fullest MSOE experience.

 A group of students and staff members are gathered around a table, engaged in conversation.

 A student in a white soccer uniform is running on a field, kicking a soccer ball.

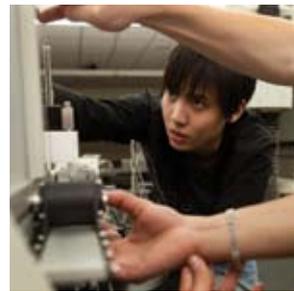
The following Junior Visit Days will be held from 10 a.m.–1 p.m.
Feb. 27 and March 13

 The logo for Milwaukee School of Engineering (MSOE) University, featuring the letters "MSOE" in a stylized font above the word "UNIVERSITY".

MILWAUKEE SCHOOL OF ENGINEERING
1025 N. Broadway
Milwaukee, WI 53202
(800) 332-6763
msoe.edu



UNIVERSITY OF WISCONSIN
PLATTEVILLE



Science, technology, engineering, and mathematics are among the fastest growing fields today.

DISCOVER HOW THE UNIVERSITY OF WISCONSIN-PLATTEVILLE CAN PREPARE YOU FOR AN IN-DEMAND CAREER IN STEM.

At UW-Platteville, you will find:

- ▶ High-quality STEM programs in:
 - Chemistry
 - Computer Science
 - Engineering (Civil, Electrical, Environmental, Industrial, Mechanical, Physics, and Software)
 - Mathematics
 - Sustainable and Renewable Energy Systems
- ▶ Small classes taught by professors in an engaging educational environment
- ▶ Hands-on and real-world experience through practical demonstration, internships, co-ops, undergraduate research, study abroad opportunities, service learning projects, and the annual EMS EXPO
- ▶ Thirty specialized labs, including the Fluid Mechanics Lab, Geotechnical Engineering Lab, Nanocharacterization Lab, and Nuclear Magnetic Resonance Lab
- ▶ Student Success Programs to support, encourage, and help students get the most out of their college experience

Learn more about UW-Platteville and the exciting opportunities offered in STEM fields at www.uwplatt.edu.

VISIT CAMPUS

Choose a **DAILY CAMPUS VISIT** or register to attend one of the following events:

SATURDAY, MARCH 28
Pioneer Preview

THURSDAY, APRIL 9
STEM Visit Day

FRIDAY, APRIL 17
Pioneer Preview

SUMMER CAMP OPPORTUNITIES

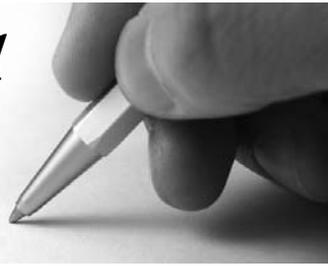
EXPLORE ENGINEERING
June 14–19 or
June 21–26

RENEWABLE ENERGY
July 12–17

CHEMISTRY AND
NEXTGEN TECH
July 19–24



Apply for a Grant



Toolbox for Education Grant

Lowe's Toolbox for Education Grant Program is dedicated to helping parent-teacher groups achieve more for their schools. Up to \$5,000 will be given to K-12 public schools or parent groups (with 501c(3) status) to achieve project goals.

Deadline: February 13, 2015

Website: www.toolboxforeducation.com/

Meemic Foundation Grants

Funding of up to \$1000 for school projects or activities is available through the Meemic Foundation. The Foundation supports grants for field trips; books for classrooms or libraries; behavior modification programs; materials for science labs, music departments or art projects; technology upgrades; basically anything that enhances the student's educational experience. Professional development is also fundable. The entire grant application process is online and easy to manage.

Deadline: March 31, 2015

Website: To apply visit www.meemicfoundation.com

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.

Awards range from \$3,500 to \$150,000, with an average award of approximately \$22,000.

Deadlines: Applications are due February 15 for review in May/June, and September 15 for review in November/December, annually.

Website: www.kazanjian.org/grants/apply

Saxena Family Foundation Grants

The Saxena Family Foundation, Inc. has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children,

and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic empowerment, educational empowerment, and political empowerment of women through literacy programs, jobs, and life-skills training.

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

Deadline: Applications are accepted year-round, and are reviewed by the selection committee as they are received.

Website: www.saxenafoundation.com/guidelines.html

CPF EcoTech Grants

EcoTech grants are back! Sixteen (16) \$2500 grants will be awarded to schools or non-profits organizations for the purpose of engaging children in inquiry-based projects in STEM fields (Science, Technology, Engineering and Math) that use innovation, biomimicry/nature-based design, or new uses for technology to address environmental problems in their communities.

Deadlines: Application opens January 1, 2015 with rolling deadline through April 30, 2015 (as funds allow).

Website: captainplanetfoundation.org/ecotech-grants/

Waste Management, Inc. 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.

Deadlines: Applications are accepted and reviewed year-round.

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

Clif Bar Family Foundation's Small Grants

The Clif Bar Family Foundation's Small Grants are awarded for general organizational support or to fund specific projects in the foundation's priority areas: (1) protecting Earth's beauty and bounty; (2) creating a robust, healthy food system; (3) increasing opportunities for outdoor activity; (4) reducing environmental health hazards; and (5) building stronger communities.

The average grant awarded is \$8,000.

Deadlines: Applications are due Feb. 15, May 15, August 15, and Nov. 1, annually.

Website: clifbarfamilyfoundation.org/Grants-Programs

10 STEPS TO FINANCIAL FITNESS



#6

BULK UP YOUR SAVINGS



If you've been saving for a while, it's a good time to take a look and see what's working and what isn't. Like a good fitness regime, changing things up from time to time can give you a boost. Here are a few tips to help you bulk up your financial savings.

Give yourself a raise. Work toward contributing the maximum allowed to your retirement accounts by redirecting money from expenses you no longer have or increase your contributions when you get a raise. For 2015, individuals can contribute up to \$18,000 to a 403(b) and \$5,500 to an IRA. Both have "catch-up" opportunities for those age 50 and older.

Rebalance. When was the last time you looked closely at your retirement savings accounts? The new year is a good time to see if you need to rebalance. Rebalancing your retirement accounts allows you to maintain the desired asset allocation mix and keep your risk level in check. Over time your investments may get out of alignment with your investment style and strategy.

Make it automatic. Automatic contributions through payroll deduction or your bank or credit union makes saving for retirement super convenient. All 403(b) contributions are payroll deducted. Some districts offer payroll deduction for IRA, too. Regular contributions are key to a successful savings plan.

Assess your goals. Before you get too far into the year, take stock of where you are at. Are you on track to meet your goals? What changes do you need to make? If you need help or guidance, WEA Member Benefits offers a variety of financial planning services to meet your needs whether you are just starting or actively planning retirement. Set up a personal phone consultation at weabenefits.com/consults.

Pump up your knowledge. Take advantage of our free financial resources and tools, including: calculators, budget worksheets, articles and tips, plus insightful videos and more at weabenefits.com.



BUILD UP YOUR FINANCIAL STRENGTH WITH STEPS TO BECOME MORE FINANCIALLY FIT IN EVERY "TEACHING TODAY" ISSUE THIS YEAR.

Retirement & Investments
1-800-279-4030

Personal Insurance
1-800-279-4010

www.weabenefits.com



Next month:
Train your
money brain.

Auto Insurance Home/Renters Insurance Additional Liability Insurance Long-Term Care Insurance 403(b) Tax-Sheltered Annuity WEAC IRA Financial Planning Services

© 2015 WEA Member Benefit Trust. All Rights Reserved. This article is for informational purposes only and not intended to be legal or tax advice. Consult your tax advisor or attorney before taking any action. All investment advisory services are offered through WEA Financial Advisors, Inc. Seminars are free to attend; however, if you choose to invest in the WEA Tax Sheltered Annuity or WEAC IRA program, fees will apply. Consider all expenses before investing.

"Anyone who does anything to help a child in his life is a hero to me."

— Fred Rogers

STUDENT
BIZLa Crosse Student Takes Technology Interest
into Money Making Venture

When La Crosse Central High School junior Jacob Jones was listening to a presentation about 3 D printing while at a civil air patrol meeting his mind started to spin.

"I started thinking this is something I could do and it just spiraled from there," Jones said.

He left the meeting and went home and began researching how the printers and working with flexible filaments works. The more he learned, the more intrigued he was.

"I began thinking what is something that everybody needs and I came up with phone cases," he shared. "I can use the technology to produce a phone case that is completely unique

to each individual."

That thought was the birth of his business, JJ's 3D Printing and Design. The business is still in its early infancy with prototypes of phone cases and other products being produced when the high school junior has free time.

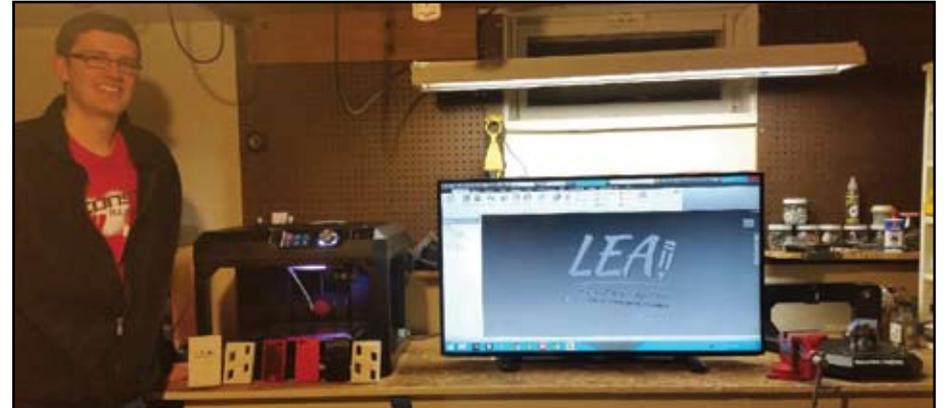
"I have created designs for different kinds of phone cases and I am working on perfecting the fitting," he explained.

To get started Jones needed to purchase 3D desktop printer, a scanner, the filament, a new computer and specialized software. He used the skills he learned in Future Business Leaders of America (FBLA) to write a business plan and pitch it to an investor. After the green light from the investor he order the supplies and has been working to get his business up and running.

"I've had a lot of interest," he shared. "Fellow students, teachers and other community members all want to place orders for various things."

In addition to phone cases Jones has been working to design a bike pedal that could display a business' name on the side. He believes this could be an inexpensive way for local bike stores to advertise.

"I can really produce most anything, but I have started with the phone cases and bike pedals



because the designs will be a bit easier and get me familiar with the equipment," he shares.

Jones reflects that while his business is still in the early stages he has learned a great deal.

"I've learned a lot about communication," he shares. "I've had to communicate with the company I bought the printer from as I worked to get it up and running, people interested in order products, and potential investors. I've also learned a lot about the importance of a business plan and being thoughtful about the decisions I make."

As soon as he gets the kinks worked out Jones expects to be accepting orders for phone

cases with his school and the School District of La Crosse's logo on them among other designs. Customers will be able to make purchases off of his company's facebook page as well as through etsy.com, ebay and craigslist. For now, those interested in placing an order can contact Jones via email at jacobjones2016@gmail.com.

www.lacrosseschools.org
(608) 789-7900



**CONSOLIDATION
LOAN Special!**

as low as
7.99% APR*
for 36 months

save hundreds of \$\$\$
while paying off
your high rate credit cards!

WEA Credit Union
weacu.com • 1-800-457-1142

NCUA **Equal Housing Opportunity**

Membership eligibility required. *Annual percentage rate. Representative Example: 36 month loan at 7.99% APR is \$31.33 per month per \$1,000 borrowed. Other rates available. Rate based on credit score. Some restrictions apply.

ACHIEVE

Encouraging kids to believe in themselves can lead to amazing things. That's why Junior Achievement and Kohl's Cares partnered to bring you *JA BizTown* and *JA Finance Park*. Housed in the Junior Achievement Kohl's Education Center, these programs empower kids as they experience the challenges of adult life. With the help of JA's 90-year history, rewarding K-12 curriculum, and volunteer network, we'll continue to inspire kids to pursue their biggest dreams.

Learn more at wisconsin.ja.org

PBIS at Work at Clinton Elementary School



Joe Bellante
Principal, Clinton Elementary School

While the simple four letters, PBIS might not cause you to take notice, the results of the framework initiated by Clinton Elementary School at the start of the 2011–2012 school year likely will. PBIS, otherwise known as Positive Behavioral

Interventions and Supports, is a framework that Clinton Elementary has implemented in an effort to be proactive in promoting positive academic and behavioral outcomes for all of our students.

The PBIS framework is anchored in four elements that provide the focus for making data based decisions.

- 1) Defined outcomes or targets
- 2) Evidenced-based practices
- 3) Data communication and review
- 4) Systems and supports

A PBIS team from Clinton Elementary School attended a series of trainings during the year leading up to our launch of PBIS. We reviewed our student behavioral data, learned how to establish, teach, and reinforce desired behaviors, and learned how a common vocabulary could support our universal behavioral expectations. We identified three key behavioral ideals; be respectful, be responsible, be safe, and dubbed the three traits “Paw Pride” after our school mascot, the Clinton Elementary School kitten. We were on our way!

From the outset, our data was informing us that 23% of our students were receiving office referrals during the 2011–2012 school year. The Paw Pride team set our sights on reducing the number of office referrals to 20% in our first year.

In order to realize the goal, the team developed lessons or “cool tools” to teach our behavioral expectations with a focus on playground behavior, from where the data indicated that most of the office referrals originated. Line basics also became a focal point for instruction as children learned how to quietly line up and pass through the halls

or enter the building. Paw Pride tickets were developed as an acknowledgement system for taking note of desired behaviors. All staff members were instructed on the use of the tickets and of the importance of routine ticketing to foster desired behaviors. The tickets are turned in for a chance to earn prizes and special rewards within the classroom and at regular school-wide assemblies.

The opening days of school included a kick-off assembly to introduce the children to the Paw Pride focus and a walk-through lesson on how appropriate behaviors would look at various locations on the school playground. As the school year progressed, bathroom behaviors were included in the lessons that were taught to our students. In subsequent years, a matrix was developed that defined what respectful, responsible and safe behavior looks like in other settings such as in the classroom, on the bus, during an assembly, while eating in the cafeteria, and while on field trips.

Data collected over the past three years have affirmed the power of being proactive in promoting positive behaviors. As you will recall, office referral data for the 2011–2012 school year indicated that 23% of the students at Clinton

Elementary received at least one office referral. At the end of the 2012–2013 school

year, 18% of the students at Clinton Elementary had actually received an office referral, a reduction of 5%. For the 2013–2014 our target for students receiving one or more office referrals was set at 10%. The end of the year data concluded that only 9% of our students had received an office referral, a decline of 14% in two years! Early data for the 2014–2015 school year is equally promising. The current trend if upheld will result in least 90% of our students not receiving an office referral.

The numbers resulting from Paw Pride are easy to read. They are the result of countless hours of learning and documenting and a shared commitment to systematic planning for student success and ultimately our success as a school.

Providing a quality learning environment is job one in our pursuit of academic excellence. The staff at Clinton Elementary School remains committed to furthering that objective.

www.clinton.k12.wi.us/ces/ceshome.html
(608) 676-2211



**I FEEL
INVISIBLE.**

WE SEE YOU.

It's perfectly normal to feel sad or irritable every now and then. But if these feelings don't go away or become so intense that you can't handle them, you may need help. The good news is that you don't have to feel this way.

Call **715.717.5899** for more information or to schedule an appointment.



HSHS
Sacred Heart
Behavioral Health

Longtime Leader

Bart Tegen, *Partners in Education*
Rhineland

Dedication. Perseverance. Love of the sport. Three terms that come to mind when one ponders what drives an athletic coach to maintain the helm for so long. Rod Olson has been head coach of the Rhineland High School Alpine Ski and Snowboard Team for 24 years. Starting his career fresh out of college in 1991, he took over a program that struggled every year with threats of being cut by the school board, coaches who left after 1 or 2 years, conference results that were typically in the lower half of the conference, and training equipment that was in great need of updating. He remembers his days as an RHS alpine ski racer in the mid 80s and the need for consistency, better equipment, and longevity.

24 years later, the program has equipment that rivals the best in the Great Northern Conference. Conference results are as good as the equipment in the trailer, and the coaching staff attends United States Ski Team training seminars to stay current on the latest in technique, equipment, and training regimens. Coach Olson has developed a program that facilitates enough training time for athletes to prosper even though there are limiting factors like transportation needs, travel time, and ski hill availability. He has also created a coach-

ing staff of RHS skiing alumni who believe in the system.

In his tenure, Olson has led the way for 35 conference medalists, 10 of which were first or second place in season conference points. Starting in 1993, in the second year with Olson as the coach, individual skiers were in the top 15 in the state, with a field of over 200 racers. As the program improved, so did the results. 1996 had a boys team that placed 5th at the State Championships. 1997 had a girls team that placed 2nd at the same race and 1998 resulted in a third place finish for the girls team. The group of 6 girls who graduated in 1998 didn't lose a race in 2 years with the exception of the State Championship races.

Snowboarding was added as a sanctioned event in the state in 2006. Hodag success was recognized immediately. Conference medalists were crowned in the first year. In less than 4 years, a state champion was crowned, and since then several team and individual champions have been crowned. Olson has adapted with time. Perseverance to battle through Olson has never snowboarded, but with dedication to learn the coaching side of the sport, he has groomed athletes who can perform to be the best in the state.

Strong values also guide his mission. Many weekends on the snow can be hard for a family. The 2 eldest Olson boys are



accomplished skiers already. Grant graduated in 2010 after a successful racing career. Carter is a senior on the alpine team this year and is looking for strong results in his senior year. Tune on the snow is great for father/son bonding. Family values are stressed by Olson and parents are encouraged to participate in helping out where they can. Olson keeps in contact with many alumni, he believes in staying in touch with the athletes he spent many hours with every winter.

The alpine program at RHS has been in

good hands for nearly a quarter of a century, led by Rod Olson, an alumni of the program with children in our schools who is involved in the community. A great success story of just one person who is proud to say "I am a Hodag!"

rhineland.k12.wi.us/rhs
(715) 365-9500



GET BACK IN THE GAME

CHIPPEWA VALLEY ORTHOPEDICS AND SPORTS MEDICINE

Celebrating more than 25 years as the Team Physicians for UW-Eau Claire and serving area high schools and surrounding communities in the Chippewa Valley by providing a team of licensed athletic trainers for top-quality sports medicine care.



**CHIPPEWA VALLEY
ORTHOPEDICS AND
SPORTS MEDICINE**

www.cvosm.com

1200 OAKLEAF WAY
ALTOONA
(715) 832-1400

757 LAKELAND DR., SUITE B
CHIPPEWA FALLS
(715) 723-8514

YOUR DEDICATED SPORTS MEDICINE TEAM

CONNECT WITH TEACHING TODAY WI!



Watch for updates,
contests, grant
deadlines, and
breaking news!



facebook.com/TeachingTodayWI

Read this newspaper, then join us at the

Teaching Today WI Educational Blog



Timely articles of interest on:

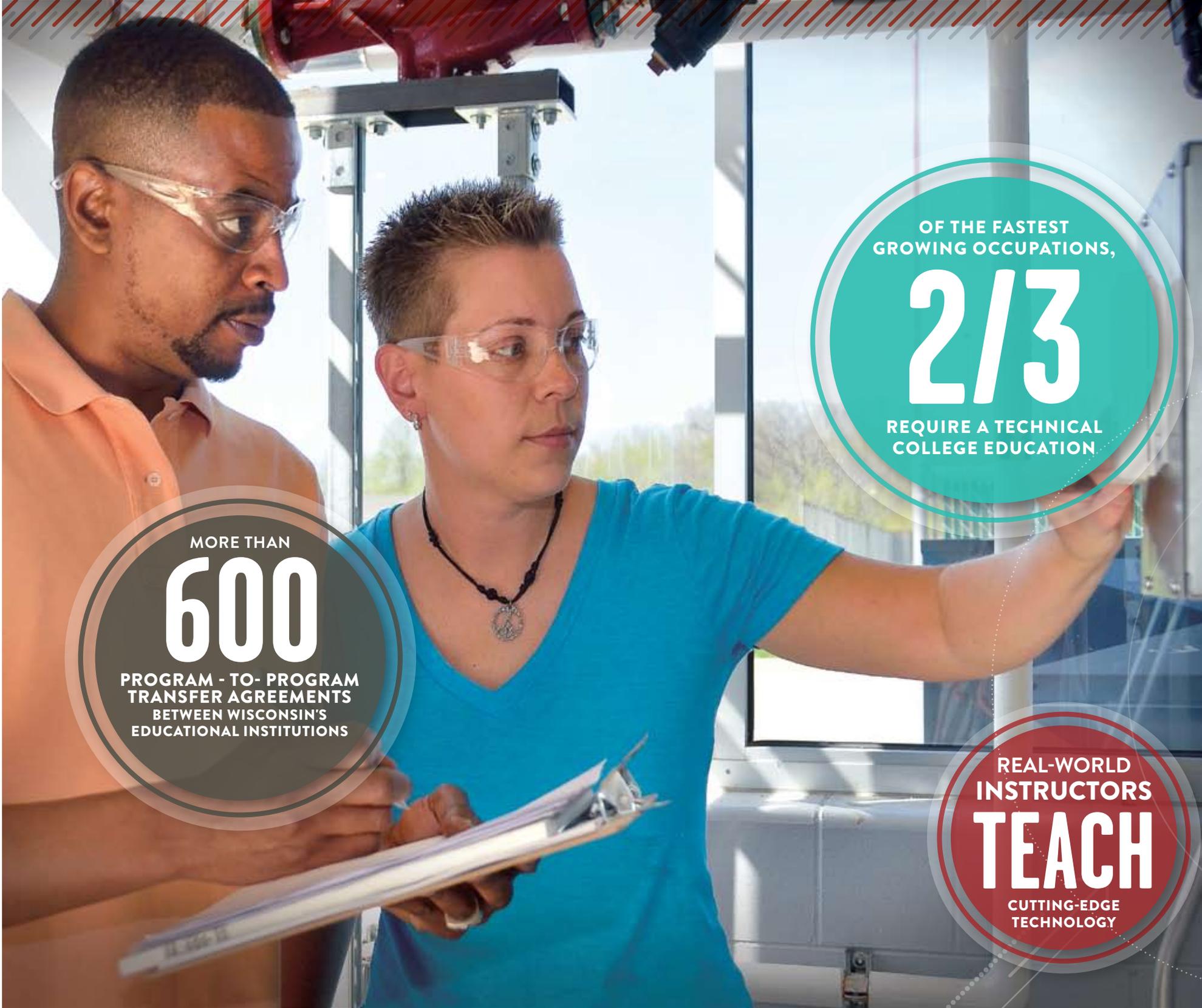
Leadership, Administration,
Careers, Grants, Awards,
Health & Wellness, STEM, Special
Needs, and "In the Classroom"

teachingtodaywi.wordpress.com



WISCONSIN'S technical college

We are futuremakers



MORE THAN
600
PROGRAM - TO - PROGRAM
TRANSFER AGREEMENTS
BETWEEN WISCONSIN'S
EDUCATIONAL INSTITUTIONS

OF THE FASTEST
GROWING OCCUPATIONS,
2/3
REQUIRE A TECHNICAL
COLLEGE EDUCATION

REAL-WORLD
INSTRUCTORS
TEACH
CUTTING-EDGE
TECHNOLOGY

Providing every student **THE EDUCATION THEY NEED**

Outstanding employment opportunities await potential highly-skilled graduates: if only they knew their options and felt they had permission to enroll

Wisconsin's Technical Colleges are turning out the next generation of graduates with more opportunities than ever before. Unfortunately, many students never become fully aware of the extent of opportunities that could be within their reach. Here are some of the important facts we need to help parents understand so they can help their child choose the best option for them, not just what is expected.

- More students with bachelor's degrees are transferring into the technical college than the opposite (###, WTCS Client Reporting), pointing to the relevance and affordability of our education.
- If we can help parents adopt a philosophy of education as a lifelong opportunity, they may be more willing to envision and embrace a technical college education as an option for their child, versus assuming it's a dead end.
- Wisconsin's higher education institutions are expanding transfer opportunities, so a technical degree has increasingly more relevance and value.

..... “
High school counselors, who once almost automatically steered smart kids toward four-year colleges, now are more aware of the job opportunities for those with technical skills, said Steve Schneider, a counselor in Sheboygan, Wis. “The battle continues to be convincing the parents,” he said. “That gets easier when we start talking about money.”

Hagerty, James R. (2015, January 8). The \$140,000-a-year welding job: two-year degree and special skills pay off for a young Texan. *Wall Street Journal* [website]. Retrieved from <http://finance.yahoo.com/news/140-000-welding-job-193900082.html>.



CTE Award at Badger High School

Larry Plapp, an agriculture sciences instructor at Badger High School in Lake Geneva, Wisconsin, was the 2014 ACTE Region III Teacher of the Year. The ACTE Teacher of the Year award recognizes the finest career and technical teachers at the secondary school level who have demonstrated innovation in the classroom, commitment to their students and dedication to the improvement of CTE in their institutions and communities.

Before Larry Plapp began teaching Agriculture Sciences Badger High School (BHS) in Lake Geneva, Wisconsin, in 1992, the program was nearly cut due to a lack of student interest. Since Plapp's arrival, the program is now considered a model for a "contemporary" agriculture curriculum. Plapp's students participate in a wide variety of cutting-edge scientific learning experiences, including cloning plants through tissue culture, conducting an electrophoresis lab to extract DNA and using electronic instrumentation to record water chemistry effects on the lives of fish. His greenhouse management students operate two 4,500 square foot greenhouses, which grossed more than \$35,000 in plant sales in 2012. As the BHS FFA advisor, Plapp has coached the 100-strong school team to state titles, national placements and a 3-star rating three years in a row.

Plapp was integral in the development of a community garden on school grounds and establishing a biofuel initiative that may one day help power the lawnmowers at the school. With his involvement, the Agricultural Education Department received a substantial grant for vertical farming, from which the tomatoes and lettuce grown are used in the school lunch program. Through Plapp's efforts, the school's Agricultural Education Department developed all seven of the Agriculture Career Pathways as identified by the Career Clusters.® "He is constantly on the cutting edge of agriculture, changing and developing an already amazing program," Principal Robert Kopydlowski says of Plapp. "He is truly one of the most dynamic teachers I have ever witnessed."

Information from <http://www.acteonline.org>

lakegeneva.badger.groupfusion.net
(262) 348-2000



CTE Resources

Critical Skills Needs and Resources for the Changing Workforce

This "report is based on a survey that asked HR professionals and employees about the various skills, activities and content areas needed in today's workplace."—Society for Human Resource Management (SHRM) and WSJ.com/Careers (The Wall Street Journal/Careers Journal)

Website: tinyurl.com/yeabgny

Check out this blog!

Driving Question: What does it mean to teach all students 21st century skills?

My school, Two Rivers Public Charter School, in Washington, D.C. was recently named an Exemplar School by the Partnership for 21st Century Skills. This recognition is an acknowledgement that we have committed to building in all of our students the cognitive and social skills to have rich and varied options for their futures.

Implicit in this commitment is that just teaching our students the skills and knowledge associated with the core content in literacy, math, social studies, and science is not enough. For students to be successful in today's economy, they need the expert

thinking skills to tackle new problems and continue to learn, as well as the social skills associated with effective collaboration and strong independent work habits.

Website: tinyurl.com/p3j7ua8

Learning Environments: A 21st Century Skills Implementation Guide

A guide for state leaders, policymakers and/or district and school leaders with assessment tactics and examples to assist in statewide 21st century skills initiatives.

Website: www.p21.org/our-work/resources/for-educators

21st Century Skills Map Project Management for Learning (NEW!)

Created by the Project Management Institute Educational Foundation (PMIEF) and P21, this map illustrates the connection between 21st century skills, project management skills and career pathways, and provides educators with project-based learning examples for classroom use.

Website: www.p21.org/our-work/resources/for-educators

FEBRUARY
IS



RECOGNIZING
CLASSROOM
INNOVATORS

IN WISCONSIN AND
ACROSS THE NATION!

Career and Technical Education (CTE) Month is a time to promote innovative CTE and reflect on the value of career and technical education for our students, the future workforce, and our economy. It is a time to inform students, parents, school personnel and counselors, community members, and legislators about CTE programs, student success, and the impact on future employment.



In this issue we are featuring two more entries from our "Dream Careers" contest. These entries are two of six honorable mentions which we will be publishing in this and the next two issues of Teaching Today WI. Contest winners were featured in the December issue of Teaching Today WI™ (Winter 2014–15, Volume 1). You can access previous issues on our website at www.teachingtodaywi.com.

Elementary School Teacher



Jessica S.

My dream Career is to be an elementary school teacher. I feel that this would be a career that I could do well. I've seen how stressed some teachers can get when they're correcting papers and getting the lesson ready because my dad is a high school math teacher. Growing up with a parent that's a teacher let me see and hear about some of the challenges of being a teacher. Some of the challenges are having kids not listen to

you and not turning in their school work. So even though I've seen how hard being a teacher can be on a person, I really think that it would be good job.

The career of an elementary school teacher is to teach young kids basic subjects like math and reading. Teachers have to give test to the kids to see if they are improving, and they have to have activities for the kids

Continued on Page 21

DNR Officer



Tanner M.

For my dream job I would like to be a DNR officer. Ever since I could remember I loved nature. My dad is an outdoorsman so he got me into it. I remember sitting in the stand with him and now I sit in the stand by myself. I also love fishing. I feel it is my duty to enforce wildlife game laws. I can't find a more perfect job than a DNR officer. There office is nature. I plan to go to college and get a bachelor's degree that is needed for this job.

Description

The stuff you do as a game warden is enforce the laws. You drive around in trucks or boats and check to see if there all up to date on their registration and check there bag limit. You check to see if there doing anything illegal like poaching or if they don't have enough life jackets. You also go

Continued on Page 21

My job is to help young people be money smart!



Get money smart

You are the future community leaders – the dreamers, innovators, professionals and entrepreneurs. RCU is here to give you a head start.



Save your money

RCU Members benefit from higher savings dividends, lower loan rates, and fewer fees. Follow Shadoe for tips on saving money.



Win free stuff

We give away a ton of free stuff to young adults including incredible awesome products, gift cards, and more.

Shadoe Settle
Young & Free Royal Spokester

Connect with Shadoe
on social networks



Free checking and so much more!

YOUNG & FREE® ROYAL

Powered by Royal Credit Union

YoungFreeRoyal.com

Federally insured by NCUA





Master of Arts in Education in Special Education

The **Special Education program** prepares you to meet the diverse learning needs of all students, and fill a crucial teaching position in today's 21st century classroom. The program will renew and strengthen your understanding of special education, broaden your qualifications as a professional working with students with disabilities, and be prepared with the instructional skills to make a difference in your students' lives.

- *Course work 100% online and field experience and clinical practice completed on site.*
- *Two courses scheduled at a time and offered in the fall, spring, and summer.*
- *Program offered as initial or secondary/add-on licensure.*
- *NCATE and CAEP accredited.*

Program leads to Wisconsin licensure in Cross Categorical (801) and Specific Learning Disabilities (811) at both the 72 and 73 levels.

For more information, contact Rachel Benike, Admission Counselor, at (920) 923-8118 or email at rlbenike43@marianuniversity.edu

MARIAN UNIVERSITY

45 S. National Ave. | Fond du Lac, WI 54935 | www.marianuniversity.edu

Founded 1936 • Sponsored by the Congregation of Sisters of St. Agnes

Upcoming Information Sessions

Appleton Campus

Wednesday, Feb. 11 • 3:30–6:30 p.m.

720 W. Association Dr., Appleton

West Allis Campus

Thursday, Feb. 26 • 3:30–6:30 p.m.

1227 S. 116th St., West Allis

Vicky Norton, Academic Advisor, will be at both sessions to answer your questions about the Ph.D. program and Marian's Master's program in Educational Leadership.

Contact her at vlorton82@marianuniversity.edu or call (920) 923-8920.

Advantages: Attending a Residential School

Alex H. Slappey

The Wisconsin School for the Deaf

At my age I occasionally reminisce about the good old days growing up.

When I do so, I also remember growing up deaf in a hearing world which are not always the most pleasant memories. Don't get me wrong, I had a great childhood, but my experiences also forged many of my viewpoints on education.

Some of the less pleasant experiences I had were always wondering what the other kids were talking about in the hall during break. Sometimes I'd ask what they were talking about. The vast majority of the time they would just brush me off with, "oh nothing important" or "I'll explain later." These were frustrating experiences for me. I can recall being in biology class on that awful Friday afternoon of November 22, 1963. It was a typical Friday afternoon and we were reading some mundane biology textbook.

Suddenly there was a commotion in the classroom and everyone started talking to their nearest classmate. Of course I had no idea what it was all about. Shocked and concerned faces were talking excitedly to each other. We were playing Westminster HS that evening for the regional championship so my first thought was it had something to do with that.

Finally I got the courage to ask and a friend explained what had happened. The announcement came over the loudspeaker from the school office.

Of course it was a huge shock, but from that point on I had virtually no further information because everyone was too busy talking to each other to bother with the deaf kid.

Of course I wouldn't have that problem today. Modern technology would have me aware and up-to-date immediately. All my family and all the staff at WSD can communicate via sign language so I'd be able to discuss the events as well.

While technology is a wonderful thing and I can't imagine living without it today, it doesn't fix all the issues of being deaf in a hearing world.

Many of the things we take for granted such as flirting with the opposite gender, small talk in the lunch line, asking the cute girl for that first date, and other such rituals of growing up don't lend themselves to using an interpreter or writing notes. While disabled children are better accepted in our schools than during my time, I always ask myself how deep that acceptance is. I had lots of "friends" in school, but most of them were not interested in me so much as they tolerated me because they were nice kids. My best friends, the ones who would spend time with me outside of school tended to be the outcasts, the troublemakers, and the rebels.

With interpreters and a strong language foundation in either ASL or English you can certainly get a good elementary or secondary academic education in our public schools today. However, this requires that strong language foundation to begin with and many of our kids, especially those

who can't learn English aurally, struggle to pick up the academics.

It's also a fallacy to think that a deaf child will pick up either English or ASL through an interpreter, especially when the interpreter is the only language model for the child.

We know that 90% of all deaf children are born into hearing families. Despite progress in the last three decades, the vast majority of those families do not know or use ASL. Many of those who do sign have only rudimentary ability which adds little to nothing to a deaf child's language acquisition.

I had a wonderful and supportive family growing up, but they had the same shortcomings that I see with many families today. At the dinner table I was always left out. Family gathering were a colossal bore for me, I hated them for the most part. I never engaged in the important family discussions. I had no idea about the family secrets.

Except for the fact that I had acquired my English foundation prior to my hearing loss and the fact that I was a voracious reader I would never have acquired the strong language foundation I have today.

Then there's the whole child development angle. Children need more than just academics, in fact I'd venture to say that academics are no more important than all the other things we expect our children to acquire during their childhood.

Social emotional development is as important as academics. Without this balance even the

smartest kids tend to be loners or rejected by others and this can carry over into adulthood and their careers.

At residential schools like WSD this is much less an issue. Everyone can communicate and every child has an equal opportunity to take advantage of all that school offers. In the evenings most of our students get far more exposure to social emotional development than they would get in a day program. They also get exposure to and interaction with a far richer language model.

Not all deaf children need a residential school experience, many of them do very well in the public day schools. However, those who do need the residential school experience must have that experience to reach their potential.

As we approach graduation I am reminded of the various salutatorian and valedictorian speeches I've heard through my 35 years at WSD. The one thing that most impacts on me is how often they comment on how much of a difference attendance at WSD has made on their lives. They recognize the huge positive impact and they know the difference from what they had prior to coming to WSD. This always makes my year for me.

www.wsd.k12.wi.us
(262) 740-2066



CARDINAL
STRITCH
UNIVERSITY

OUR MISSION IS TO HELP YOU FIND YOURS.

Find out how: www.stritch.edu/mission

Earn your Master's or Doctoral degree from our College of Education and Leadership

Teaching Licensure | Urban Education | Special Education
Instructional Technology | Leadership | Literacy and Language Development

Fond du Lac student starts delivery business



Just back from ringing bells for the Salvation Army this past Christmas season, Logan Mueller of Fond du Lac slaps a magnetic sign on his car door and is ready to roll.

His new business — Logan's Pick Up — has clients waiting. Orders come in to shop for groceries, run errands, get some holiday decorations — even pick up and deliver donations to area nonprofits. The requests come from shut-ins, the elderly, and those whose busy schedules makes it difficult to get everything done.

"It's been great because I love helping people out and I like to keep busy," Mueller said.

Mueller, 20, is a student in the Fond du Lac School District's W.I.N.G.S. (Working Independently Nurturing Goals for Success) program. Young adult students ranging in age from 18 to 21 attend the school district's CWD (Children with Disabilities) apartment classroom. The program is based on helping cognitively disabled students develop the life skills they need to become independent.

The apartment is located within Riverside Elementary School.

The idea for Logan's Pick Up came about when W.I.N.G.S. instructor Val Lenz had asked Mueller if he'd like to run some errands for her mother-in-law, who lives at St. Peter's Place in Fond du Lac. She needed groceries and Mueller has a driver's license and his own car.

The 20-year-old was already familiar with pick-up and delivery, working part-time for Broken Bread, the charitable food program run out of St. Paul's Cathedral. Mueller makes the rounds in Fond du Lac, collecting donated food from area restaurants, Taycheedah Correctional Institution and St. Agnes Hospital, and delivering it to the church. He is also employed part-time at Faro's Family Restaurant.

"Then a neighbor named Rosemary at St. Peter's also wanted help with shopping, and I picked up two more clients after that," Mueller said. "I get whatever they need and bring back the exact change and a receipt."



The current charge is \$3.

Char Rehn, who is housebound after having a stroke, calls Mueller a "go-getter." Along with regular grocery deliveries, he also brought her pumpkins during Halloween and a requested poinsettia for Christmas.

"It works out great because he can get me whatever I ask for and I can really use a hand right now. He's punctual and professional," Rehn said.

Mueller received vocational training through the Wisconsin Department of Vocational Rehabilitation, and is the first W.I.N.G.S. student to launch their own business. Lenz said the two of them plan to attend some monthly meetings of Imagination Network — a resource group for area innovators and entrepreneurs.

"Logan is well-known in the community and quite a few businesses are already familiar with his work and his volunteerism," Lenz said. "This is what our program is all about and he is one of our shining stars."

Marsha Mueller said Lenz and W.I.N.G.S. has opened doors and been a blessing for her son, whose diagnosis of pervasive developmental disorder is the mildest form of autism. She describes him as sensitive to other people, with a big heart. He once wanted to be a priest and work in a soup kitchen, she notes, because of his strong Christian faith.

"When Logan was growing up we never told him he had a disability because we never wanted it to be a crutch, but when he was in high school he learned about it, so he could become self-aware and his own advocate," Marsha Mueller said. "He came home and asked us why we never told him and we said because everyone has some kind of disability. It isn't a big deal — it is what it is."

Mueller said the people he meets every day inspire him.

"It's great being a part of W.I.N.G.S. because I feel like they've all helped me reach for my dreams," he said.

Someday, he'd like to own his own restaurant.

This is the fifth year of the W.I.N.G.S. program operating out of the independent apartment. There are nine students in the program.

Mueller's family includes his father Randy Mueller and an older sister Kelsey Mueller.

He is available between noon and 5 p.m. weekdays and can be reached at (920) 602-7025.

Reprinted with permission from Action Reporter Media. — www.fdlreporter.com/story/news/local/2014/12/26/fond-du-lac-student-starts-delivery-business/20910417/

Items of Interest

Free mobile app offers books, magazines in braille, audio formats

The Library of Congress has released a free mobile application, the Braille and Audio Reading Download app or BARD, through Apple's App store that allows users who are blind to download 50,000 books, magazines and other materials to their digital devices in braille or audio formats.

Website: nlsbard.loc.gov/NLS/instructions.html

Harry and Jeanette Weinberg Foundation Grants

The Harry and Jeanette Weinberg Foundation supports organizations that serve lower-income individuals and assist vulnerable and at-risk populations in the communities in which they reside. Program areas include older adult services, workforce development, basic human needs and health, disabilities, education, and general community support.

Letters of Inquiry are accepted on a rolling basis and are reviewed weekly.

Website: hjweinbergfoundation.org/grants/

Accessible Golf Program Grants

The National Alliance for Accessible Golf (Alliance) and the United States Golf Association (USGA) have formed a grant-making partnership to promote opportunities for individuals with disabilities to make the game of golf more accessible.

Grants up to \$20,000 will be awarded, with a matching grant requirement. Applications are accepted year-round.

Website: www.accessgolf.org/grants/alliance_grants.cfm

Sports-for-All Clinic Grant

VolunTEEN Nation is a group of teenagers and young adults engaged in volunteering and community service nationwide. Created and developed by youth, the Sports-for-All Clinic Grant can provide funding, support, and guidance to any event that aims to provide youth-led sports programs for youth on the autism spectrum. Applications are accepted year-round.

Website: volunteennation.org/blog/categories/latest-news/436-sports-for-all-clinic

Grant Elementary is a Spotlight School

Continued from Page 1

reflect on their own learning. At least quarterly, parents receive communications from teachers and interventionists.

Formal parent-teacher conferences are held two times per year. Interventionists also keep parents informed of their child's progress in higher-level interventions.

Grant Elementary School was also recognized for best practices in vision, values, culture and school climate.

Since 2004, Grant Elementary School has focused on teaching, modeling and reinforcing five character traits: Kindness, Respect, Self-Control, Honesty and Responsibility. This character education program became known as the 'Grant School Family' and is an essential part of Grant students' elementary school experience. The 'Grant School Family' character education program continued to develop along with the Sheboygan Area School District's district-wide model of Positive Behavior Interventions and Supports (PBIS). By highlighting these five traits and using common language to describe them, students have a clear understanding of the expectations. This promotes consistent reinforcement and discipline throughout the school; including classrooms, hallways, lunchroom and playground. The foundation of the 'Grant School Family' is the relationships between staff with students, students and other students and staff members with all members of a child's family and support network outside of school.

Monthly school-wide 'Family Meetings' celebrate a specific core behavior trait. Following each meeting, traits are further explored through classroom activities. The language

and concepts of the 'Grant School Family' are integrated in every facet of the school day. The 'Grant School Family' program earned state and national recognition from the Character Education Partnership, as well as awards from the Wisconsin PBIS Network for the past three years.

The combination of strong academics, positive behavior and character education has shown great results for Grant Elementary School.

With strong behavioral supports in place, the amount of time available for instruction increase, less time is spent correcting negative and disruptive behavior and students are better able to learn in a safe, structured environment.

Over the last five years, the school has seen test scores increase in reading and math as measured by the Wisconsin Knowledge and Concepts Exam, and at the same time, a decrease in behavior referrals.

As a Spotlight School, Grant Elementary will be hosting visiting schools to learn more about these successful practices. A school administrator must accompany any schools planning a visit.

If you are interested in learning more or scheduling a visit, please visit the website or use the contact information below.

www.sheboygan.k12.wi.us
(920) 459-3626

Packages of Hope

Continued from Page 1

However, after all of the copper, silver, and paper were counted and recounted, "6th Grade Gives Back" managed to raise \$1000.

Beth Clausen, founder of Packages of Hope, was inspired by the dedication and commitment shown by these students, stating, "For them to raise \$1000 just blew me out of the water." The amount will help cover any expenses that accompany shipping the packages around Wisconsin.

Almost lost in the fundraising excitement was the second phase of the project. On the Friday before Christmas break, students worked to construct crafts such as candy cane reindeer, snowflake river rocks, and paint chip bookmarks with tassels. These items, all created with materials generously donated by the parents of West De Pere 6th graders, were then included in some of Packages of Hope's holiday deliveries.

The success of the first annual "6th Grade

Gives Back" campaign has already prompted further dialogue about future endeavors at West De Pere Middle School that promote community outreach. And although the money raised through the current project will provide financial assistance to a very worthy cause, equally as valuable are the lifelong lessons learned by the students about the importance of goodwill and giving back.

www.wdpsd.com
(920) 337-1393

Facebook for Communication

Continued from Page 4



A District's Perspective

The benefits that classrooms have found with using Facebook to communicate with families has also been realized at the district level. Recently, the Wisconsin Rapids Public Schools created a Facebook page to deliver announcements and showcase school learning. For example, 2nd graders at Washington Elementary were featured for creating a rain forest mural, after reading Jan Brett's book *The Umbrella*.

Dr. Colleen Dickmann, superintendent for Wisconsin Rapids Public Schools, sees clear advantages to utilizing Facebook for home-school communication. "Using social media allows us, as a school district, to tell our story in the manner we want it told. We can publish stories that otherwise might not make it into the local media's hands."

In addition to having more say in what is shared with the local community, Dr. Dickmann also recognizes the benefits that parents experience from this forum. "We are, I believe, more closely linked with families. For example, I don't believe that parents are rushing home from work to view our webpage, but they might be going to their Facebook page and it's possible that we will have a presence there."

A Parent's Perspective

This article would be lacking if we did not look at the point of view of parents, who are on the other end of this communication initiative.

Heidi Walter, a parent from Oregon, WI and an education consultant, also finds many benefits of having her children's teachers posting learning on a classroom Facebook page. "I am very interested in getting information about their performance and happenings at school so I can be as supportive and engaged as possible. Often when asked to tell me about their day, my children respond with the same answer, 'It was fine.'" Hey parents: Sound familiar?

Not only is the classroom communicating

with parents, but so is the school, notes Heidi. "Facebook posts from the PTA, school district, teachers, and principal are all delivered in one source that I can quickly skim and scan to stay updated and informed." This streamlining of news and happenings is highly valued by busy parents.

The Pros and Cons of Online Communication

While communicating via Facebook has many benefits for reaching out to families and the community, there are also drawbacks. For example, not all information is conducive to sharing on social media. For instance, detailed newsletters and official forms are better left to paper and envelopes. As a parent of two elementary students myself, I like having that paper copy of the newsletter at the dinner table. It can help me prompt conversation during a time where digital connections are not welcomed.

Another challenge with social media is the fact that not every parent is going to want to connect with the classroom, regardless of how much a teacher might promote it. Sherry Marzofka has experienced this first hand. "Last year I had greater participation." But she also recognizes that 100% participation is not the goal. "Those that have connected really enjoy it." Taking this approach to how we communicate with home — using multiple forums, recognizing parents' preferences, and ensuring student safety — honors more alternatives for all stakeholders interested in discovering how our students are doing in school.

Matt Renwick is a contributing writer for Ed Tech magazine and an elementary school principal in Wisconsin Rapids

www.wrps.org
(715) 424-6700



Scott Girard

Deana Zorko grew up with her father's side of the family speaking Italian around her house daily. "From an early age, I just kind of had the language bug," Zorko said of her time growing up on the south side of Chicago. But when she and her family moved to Poynette, Spanish was the only foreign language offered, so she embraced it. Years later, she is an award-winning teacher of the language at Madison West High School. The Wisconsin Association for Language Teachers (WAFLT) named the Fitchburg resident the 2015 Teacher of the Year in November. "I'm feeling humbled and very, very honored

A Fluent Influence

West High teacher wins foreign language award

by all of it," she told the Star.

Zorko received the award at the WAFLT annual conference Nov. 7, and said standing in front of her colleagues to be honored was a special experience. "All I could see were people I considered world language teacher icons and mentors," she recalled. "It just seemed surreal, like I shouldn't be the one up front." A former colleague, Lauren Rosen, had no doubt Zorko deserved to be up front. "There's some people that I believe were just born to teach," said Rosen, who taught with Zorko in Middleton nearly 20 years ago before getting her master's degree. "It's not just about teaching Spanish (for Zorko). It's really getting students to be more globally competent."

Immersive classroom

Zorko herself mentioned a similar concept, saying she hopes to ensure every student she has can experience more than just the language. "If kids can't travel, if kids can't be exposed to the language, I can bring all that into the classroom for however many minutes I have them for complete immersion," she said.

She highlighted lessons on social justice in Spanish speaking countries or having her students read through Pablo Neruda odes and

eventual ly write their own. "You just kind of push students just a little beyond their comfort zone in vocabulary," Zorko said. "Moving way far away from that old school idea of fill in the blank, verb conjugation, grammar translation."

'A great challenge'

She first entered the teaching world while majoring in Spanish at the University of Wisconsin-Eau Claire after spending a year teaching English in Spain. "I just fell in love with it," she said. "It was a great challenge and good brain food for my mind in being creative." Now in her 25th year of teaching, and first at West, Zorko has also had to overcome a pair of recent health battles to continue practicing her passion. In April 2013, she required a dual organ transplant following complications from diabetes, and she had back surgery earlier this year, causing her to miss the past few weeks of school. "I can't stay away that long," she said, adding she hoped to be back before winter break. "This is what I do and this is what I love to do." She credited everyone who has helped her through those situations, including the organ donors, doctors and surgeons, for her ability to keep teaching.

Looking ahead

The next step for Zorko is competing with 16 state Teacher of the Year winners for the regional award in March. The regional winner will move to nationals, where the winner will be announced next November. Zorko said that she's looking forward to the process despite the overwhelming work it adds, requiring a portfolio of data, videos and recommendations. In the meantime, she said she would continue to innovate in the classroom, whether it's lesson planning or technology. "What I used to say a lot about my teaching is I'm very eclectic," she said. "I look at the new trends, new standards, and kind of mesh them with what I'm already doing and then keep going."

Reprinted with permission from the Fitchburg Star

west.madison.k12.wi.us
(608) 204-4100




Mount Mary
UNIVERSITY

Master of Arts in Education

Create a brighter future for you and your students in an environment that challenges you and encourages your success. Mount Mary's 30-credit program uses reflective practice to foster your professional development as an instructional decision maker and introduces you to relevant techniques to apply in your classroom. The program will help you broaden your repertoire of teaching skills, meet Department of Public Instruction (DPI) continuing education requirements and select an area of specialization.

Mount Mary's Master of Arts in Education program requires 30 credits of coursework. Those credits will help you meet DPI continuing education requirements.

(414) 256-1252 • mtmary.edu/ma-ed

COUNSELOR'S CORNER

Building Rapport with Students

How and why do we establish rapport with students . . .

Most of us try building harmonious relationships with others, recognizing the importance for our well being as well as our communities and families, but professions like school counseling require relationship building as crucial for success.

This particular skill is also called building rapport, and it goes beyond simply agreeing with others in order to "connect." It's recognizing that others have differing points of view, yet allowing people to communicate without feeling judged, condemned or guilty. When students have rapport with school counselors they openly share their thoughts, and feel respected and understood.

How to establish rapport with students . . .

Trust . . .

This is the foundation that allows students to share feelings and thoughts with confidence that the counselor will not negate or judge these feelings, nor will the counselor indiscriminately share these feelings with others who are not trustworthy. The counselor never promises not to notify others if the situation requires such advocacy, but students trust the counselor's discretion.

To build trust, school counselors must be genuinely accepting. They should know the student's culture, not trying to be a part of it, but understand the norms and trends, which shows students that the school counselor truly understands.

Trust also takes place when the school counselor shares a part of himself or herself with the student. The student needs to see the counselor as a person too, with the same fears, dreams and problems as every other person, creating mutual respect and honesty.

Listening . . .

School counselors must be active listeners. This means listening to the words that students are using, hearing the tone of those words, and watching students' non-verbal expressions and body movements. Active listening also means identifying what is left unsaid or unspoken.

This type of listening requires a school counselor's full attention, both physical and mental, as the counselor pushes aside all other thoughts and focuses exclusively on the conversation. This means not thinking of answers as the student talks, and not interrupting. It means listening to how things are said, and avoiding stereotyping. It involves making eye contact, and listening to the

student even when he or she stops talking.

Empathy . . .

Simply listening to students isn't enough. School counselors must be able to experience the students' feelings as their own, or live an experience with a child that the counselor never lived.

Having empathy means understanding the emotional states of others, and helping those with emotional problems develop appropriate solutions. Empathy is the pinnacle of moral development, as it also means understanding one's own feelings and behaviors.

Empathy is a skill that requires understanding — a skill learned over time. It does not mean abdicating one's own point of view, rather compassionately understanding a different viewpoint and finding healthy, appropriate responses or opinions to tough and difficult situations.

Laughter . . .

Kids gravitate toward those who know how to laugh and have fun. Laughter also makes kids relax, and develops that important foundation of trust that's essential for all school counselors.

Laughter has other benefits for students as well. Medical researchers now say that laughter reduces levels of certain stress hormones, which tend to increase when individuals experience stress, anger or hostility.

Humility. Kids are often the first to sense a "know-it-all." When counselors show kids that they don't have all the answers, nor do they think they have all the answers, that increases the students' ability to connect and form a positive relationship.

School counselors also must demonstrate to students that although they don't have all the answers, they are willing to search and problem-solve with the student to find workable solutions.

Undoubtedly, school counselors enter the field in order to change and affect the lives of students. That requires the ability to connect or build rapport with students, which takes patience, understanding and compassion. Working on the skills listed above, school counselors will create the type of bonds that ultimately impact and significantly alter lives.

Reprinted with permission from School-Counselor.org

www.school-counselor.org/topics/rapport-with-students.html

DNR Officer Continued from Page 15

on public land during hunting season and see if anyone is trapping without a license or using illegal traps. You also make sure to check if their baiting illegally if you can't bait in that county.

Work conditions

The conditions in which you work depends on the weather. One day you might be on a lake that's half frozen checking peoples ice shacks and the next day you are walking through three feet of snow in the cold woods. Some days you might be in an officer filling out paper work. So the work conditions vary depending on your day. And that's what I like about this job.

Education, training, and certification

For education you need a bachelor's degree. I really don't care where I get the degree. I'll probably go to a smaller college. You need at least two years of college. With almost one third of you classes have to be related to law enforcement, natural resources or biological science. Training lasts several months. Training includes self-defense and accident investigation. The physical part of the training is easy.

You have to do 21 sit ups in 60 seconds, 13 push-ups in one minute, 1 and a half mile run in no more than 21 minutes 36 seconds and a 300 meter run in no more than 109 seconds. And there is much more tests too.

Wages, Benefits and Earnings

Game wardens get paid holidays, Vacation time, sick leave and overtime. The state pays for dental, health, and hearing care for the whole family. The wardens get assigned to a four wheel drive vehicle, watercraft, computer, phone, digital camera and GPS. 90% of the game wardens get paid close to 70,000 a year.

Employee Outlook

Nationally there is going to be 1,500 more jobs then there was in 2010.

Summary/Conclusion

I am very happy I researched this job. Now I have a better understanding on what I have to do. It was fun to do and it was not really what I thought. But I still like this job. Now I know the pros and cons. I am happy very happy that I had the chance to research this.

Elementary School Teacher

Continued from Page 15

to learn from and as well as to make sure that the kids understand what the teacher is teaching them. Also it is a teacher's job to make so the kids can see the positive of the world and themselves. So there is a lot to being this kind of teacher.

The working conditions of a teacher: They work all time that kids are in school and then they work sometime late in to the night to get the lessons and activities ready for the next. Some of the bad working conditions is that you have to stand up a lot well teaching the class. You may get so busy working that you may not have time to eat lunch, but even with the bad things that come with being a teacher, there are some good things as well. You get to work with kids and teach them things, and you even get to see them be happy when they do well on a test.

Education and Training for an elementary school teacher: First you have to finish high school. College is needed. One major that would be helpful would be Education-General or something like that would be the most help. Also if you plan on being a teacher in a public school, you would need to have a certificate or license from the state

that you're planning on teaching in so that you will be allowed to teach there.

The wages and benefits of being an Elementary school teacher: This kind of teacher makes around \$53,400 a year. As for benefits, teachers usually have summers off as well as some holidays. Teachers get health insurance and a retirement plan. Another benefit to being a teacher is — and this is only if you like being a teacher — getting to go to school every day and see their wonderful students.

The outlook for this job is about 12% growth from 2012 to 2022, and according to Career Locker is a "hot job". If a job is counted as "hot" it is expected to grow somewhere around 27 percent in the next ten years. 27% is good so there will be a good chance that I can get this job.

So in summary, that is the education, outlook, salary, benefits and work conditions. I am sure you'll agree the outlook is good. The education may be hard but I know that I can do it. I really hope that in the future I'll either have my dream career or will have a job that is similar.

New Kids on the iBlock

Literacy Initiative Brings Prestigious Worldwide Award for KASD

Nicole Noonan

Marketing and Community Coordinator
Kimberly Area School District

The Kimberly Area School District (KASD) was awarded the Merit Award at the American Society for Quality (ASQ) National Conference recently held in Milwaukee. Contenders for the prestigious recognition were from around the country and world, with the top education prize going to a university in Buenos Aires, Argentina. Our award acknowledges the work KASD elementary schools did through Continuous Daily Innovation (CDI) that created the elementary iBlock (Instructional Block) and DCC (Data Collaboration Cell). KASD will also be featured in the ASQ's magazine. This award recognizes the efforts of elementary teachers and the strides they have made in helping students improve their literacy skills by giving them what they need, when they need it.



A Reason to Change

The Kimberly Area School District has a strong reputation for achievement, especially in literacy. During the summer of 2012, the State of Wisconsin changed the academic playing field for schools, resulting in a very different outcome for Kimberly. Each year, schools administer the Wisconsin Knowledge and Concepts Exam (WKCE) to determine the level of proficiency of its students. For years, 80-90% of the students in our district scored as proficient or better in literacy. Then, without creating a new test or without reassessing our students, the State of Wisconsin simply changed the measure of what would be considered proficient. Overnight the district went from having 80-90% of students scoring as proficient in literacy to less than 45% of students scoring as proficient in literacy. Proficiency rates in districts across the state dropped in a similar fashion; suddenly there was a new urgency to improve the way we teach literacy.

The Invention of "iBlock"

In addition to the new WKCE levels, like many Wisconsin school districts, our implementation of Response to Intervention (RTI) also sneaked up on us. RTI is a multi-level approach to the early identification and support of students with learning and behavioral needs. We had been building our learning toolbox of one-on-one interventions for students for quite some time, but as Wisconsin's new law around Students with Learning Disabilities came closer and closer to implementation, we realized that we did not have a District-wide plan in place to meet all students' needs. So began our journey with what we call "iBlock."

iBlock* is not necessarily new or unique to our education setting. It is a daily 30-minute block of time during which students are grouped according to their needs. There are two

things that make our flexible student grouping structure different than other school districts: the process of its invention and the resulting standard work (which provides teachers with a tool to maximize their iBlock time).

Finding Solutions

Over the last two years, KASD has been implementing principles of Continuous Daily Innovation (CDI). As we researched and studied how to increase our students' proficiency in literacy, the CDI process helped us in many ways. Two noteworthy components of that process are: First, we had to clearly articulate our problem. Instructional decisions in literacy were being made based on the components of the Balanced Literacy Model and didn't fully incorporate individual student data. This prevented teachers from fully understanding where a student was performing, and where that student needed to be to demonstrate success. If we could solve that problem, we could see monumental changes in student learning.

Secondly, the CDI process helped us bring the problem closest to those who could solve it: our educators. Often these types of systemic changes are left to the leaders in the district. For us, it was worth the time and consistent with CDI principles to bring the teachers in to solve the problem. In May of 2013, we held a three-day Rapid Improvement Event (RIE) designed to craft a possible solution to our stated literacy problem. The RIE resulted in teachers, literacy coaches, and principals working together to develop sustainable change in our district.

The Results

We used CDI thinking to develop standard processes around two, 30-minute blocks

of time, one for instruction (iBlock) and one for educator collaboration (Data Collaboration Cell or DCC). In iBlock, students are grouped according to their individual needs. For 30 minutes each day, teachers instruct carefully

to meet the data-identified needs. The iBlock is supported by the 30-minute weekly collaboration meeting called DCC. In DCC, teachers follow a standard of work to guide their discussions so that they can best craft instruction to meet students' current needs. The initial results are promising. After a pilot period, and using iBlock and DCC for a year, the percentage of students reading at their grade level increased by at least 20% for each grade. The results are impressive, but to us, the more important thing was the way that continuous innovation strategies helped us address the needs of our students. By working together using a standard process for discussion, the teachers have transformed their collaboration and ultimately made a big difference in the lives of our students.

* The "i" in iBlock was intentionally chosen to represent "instruction" and/or "intervention" during the specific block of instructional time.

www.kimberly.k12.wi.us
(920) 788-7900



SPRING TERM STARTS
APRIL 6
NOW ENROLLING!

NATIONAL LOUIS UNIVERSITY

ESTABLISHED. NON-PROFIT. NEAR YOU.

NLU is the leader in teacher advancement — preparing leaders in education for more than 125 years. We offer in-demand master's and doctoral programs to help you succeed in your classroom and in your career. Take advantage of online, on-campus or field-based learning. Connect with NLU today.



NATIONAL
LOUIS
UNIVERSITY

REQUEST MORE INFO
nl.edu/teaching
888.327.4170



FLEXIBLE, AFFORDABLE,
CHRIST-CENTERED EXCELLENCE
ONLINE, ON CAMPUS -OR-
AT YOUR DISTRICT SITE

IMAGINE THE POSSIBILITIES

PREFERRED EDUCATION PARTNERSHIP

BENEFITS INCLUDE DISTRICT NEEDS ASSESSMENT & 24% TUITION REDUCTION

- » 316 Reading Teacher
- » 395 ESL
- » 17 Reading Specialist
- » 51 Principal
- » 10 Director of Instruction
- » 54 School Counseling
- » 226 Professional Counseling
- » 952 Alternative Education
- » 809-801 Special Education
- » Graduate Teacher Certification
 - Elementary (1-8) licensure
 - Secondary (6-12) licensure

To find out how your district, school, or organization can become a Preferred Educational Partner please contact Dr. Steven Witt at 262.243.4253 | steven.witt@cuw.edu



CONCORDIA UNIVERSITY
WISCONSIN

online.cuw.edu/pep

*The Midwest Educational Technology Association
invites all K20 Technology Professionals to:*

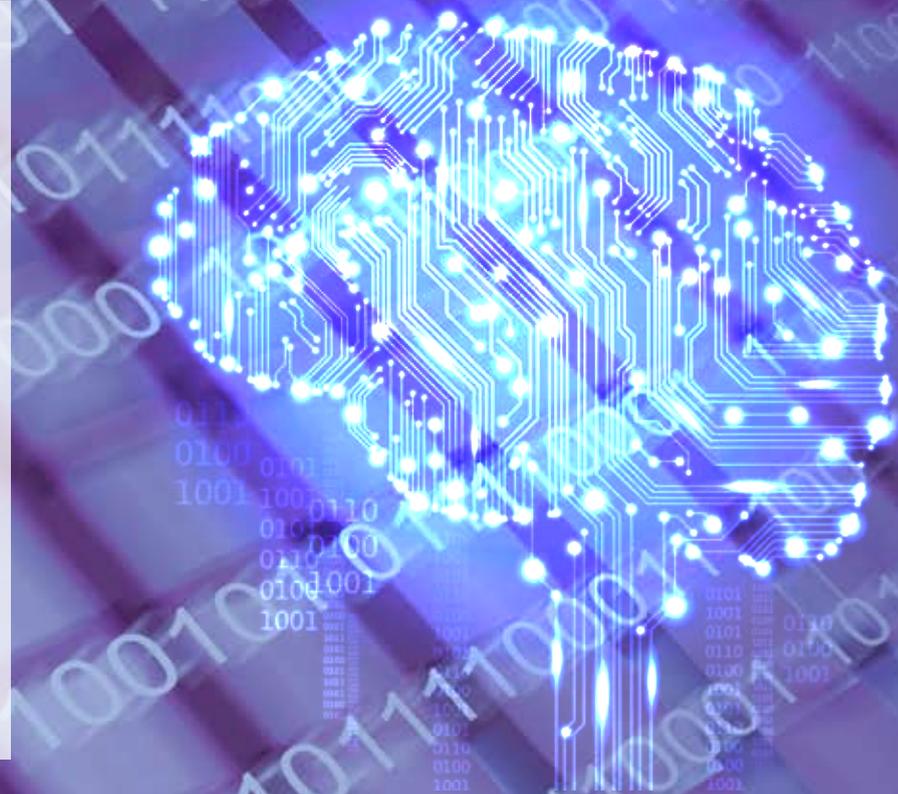
**March 1–3, 2015
Wisconsin Dells**



The **BrainStorm Conference** is for K20 techs to network with their counterparts from throughout the Midwest. The focus is on infrastructure, servers, storage, security, networking, hardware selection, system management and other related technical areas.

Network with more than 350 schools and connect with over 100 technology vendors who tailor their products for the K20 community.

Participate in dozens of breakout sessions, workshops, and roundtables where you will learn about current and future technologies that can benefit schools.



"As a first time attendee, I was very impressed with the quality and variety of breakout sessions and hands-on sessions. The facility was top notch and the event was well organized and flowed very smoothly. Great job! I am looking forward to returning next year!"

*Joe Osieczonek
Sheboygan Area School District*

"Brainstorm is the single best conference for K–12 IT staff to compare notes, participate in collaborative problem solving and sharing, gain new insights, devise potential solutions, and deepen understanding of trends."

*Jan Wee
School District of Holmen*

**March 1–3, 2015
Kalahari Resort and Convention Center
Wisconsin Dells, Wisconsin**

**Full Conference Pass — \$295
(\$245 if registered by Jan 31)**

Fee does not include hotel accommodations.
Hotel accommodations must be made separately with the Kalahari or another local hotel

Register Online at: www.brainstormk20.com

Brainstorm is sponsored by META (Midwest Educational Technology Association) • PO Box 905 • West Salem, WI 54669