

Students Giving Back Through Service Learning



Tom Heiss, Technology Engineering Teacher and Youth Apprenticeship Coordinator Parker High School School District of Janesville

I was born in Madison, Wisconsin and am from a large family of seven kids. One of my older brothers is developmentally disabled and set the bar for me and my family to engage in community service projects in Madison. One such event was a 150 mile bike-a-thon for ARC of Dane County fundraiser to help support people with disabilities. The ARC of Dane County's mission is to create opportunities for children and adults with developmental disabilities to reach their full potential by creating acceptance, respect and participation in daily living skills in the community.

This cause allowed me to develop a passion for teaching and giving back to others in the community who are struggling and are in need of help from our community. In my teaching career of 29 years, 25 in Janesville I have been trying to pass on to my students the passion of community service and the benefits

of giving back to others in our community.

I am grateful that the School District of Janesville holds to the same value and commitment. We have implemented service learning into the fabric of a child's education at SDJ. Our mission "to serve our community by educating every child" reflects perfectly the correlation that exists between community and education.

In 1993, one such service project that helped support community and our students was the construction of the Camden Playground. At that time, Craig and Parker High School Construction classes under the leadership of Mr. Jim Adams and Mr. Ron Brown helped build the original park. At its completion, Camden Playground, became the most accessible playground in the world at that time for people with special needs. Now in 2016, Camden Playground has been refurbished by Janesville community members and organizations, including School District of Janesville students.

Mrs. Stephanie Davis, Dean of Students at TAGOS Leadership Academy, and her students volunteered to help to rebuild the playground with adult mentors. They assisted by digging holes, spreading gravel, drilling and securing parts together. The Camden project took several days and service hours to rebuild. The final stage of completion is the engraving of pickets that surround the park

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Pursuing Their Passions

School District of Sheboygan Falls

It doesn't take a genius to figure out that pursuing your passion will pay off.

And for a group of eighth graders at Sheboygan Falls Middle School, it paid off big time.

For eight weeks, the students spent approximately 30 minutes of their school day, four times a week, exploring a topic or activity that especially interested them.

Interests ranged widely and included learning to play the piano, writing a mystery novel, exploring how engines work and teaching kids how to cook easy meals, among others.

"Everyone was doing something different," said Tammy Huenink, the eighth grade science teacher who came up with the idea for the "Genius Hour" projects. "The idea was to do something you couldn't do in the classroom and go beyond."

The projects worked so well that she is planning to do another session during the second semester.

The projects are modeled on a practice at tech giant Google, which allows its employees to devote about 20% of their work time to projects of their own selection as long as it benefits the company. This "Genius Hour" time has led to the creation of Gmail and Google Glass, among other innovations.

After picking their project, students were paired with a mentor – a teacher or administrator at the school or elsewhere in the district. Students kept detailed notes of their progress and shared them with their mentors who helped them develop the idea



by offering suggestions or asking questions about elements of the project.

As in the workplace, the students culminated their projects with a formal presentation of their efforts.

The presentations themselves became an important part of the learning process for the students, said Mary Lofy Blahnik, the district's director of instruction, who was a mentor to Aleah, a student who wanted to learn about the Japanese art form, anime/manga. Although Blahnik knew nothing about the topic, she quickly learned a lot from Aleah as she expanded her own knowledge.

She helped Aleah fine tune her formal presentation to some of her classmates then realized other students might also be interested. She contacted Rocky Hoes, who teaches elementary art, and he invited Aleah to present her project to some of his students.

"Aleah's presentation then took on a whole new level of importance for her," Blahnik said. "She was excited (and a bit nervous) to share her knowledge with younger students. She realized how impor-

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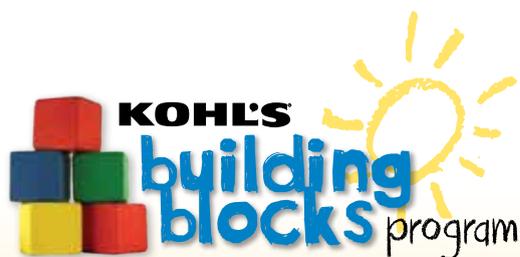
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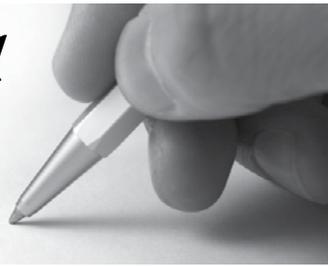
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Meemic Grants

The Meemic Foundation for the Future of Education has partnered with Office Depot, Inc.®, to provide up to \$500 for supplies for a school* you wish to honor. Foundation Club members can nominate any eligible school* in Wisconsin. It's easy to apply online – just provide us information about the school and why you wish to honor them. Winners will be notified by May 1, 2017.

Deadline: March 31.

Website: Get full details and eligibility rules at www.MeemicFoundation.org/ForOur-Schools.

*Grants can only be provided to educational nonprofit organizations certified as tax exempt under Section 501 (c)(3) of the Internal Revenue Code.

ecoTech Grants

The Captain Planet Foundation, Inc. (CPF) is offering grants through a competitive program for schools and nonprofit organizations. Grants are awarded to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Seventeen grants of \$2,500 each are awarded.

Deadline: Applications are due March 15, annually.

Website: captainplanetfoundation.org/ecotech-grant

STEM Grants

The PPG Industries Foundation supports projects in the areas of research and development; manufacturing; information technology; and industries related to science, technology, engineering, and mathematics (STEM) professions. The foundation is interested in education programs related to STEM, such as collision repair training, color science, ceramic engineering, chemistry, and material science.

Deadline: Applications are accepted year-round.

Website: www.ppgcommunities.com/Our-Story/Education.aspx

Environmental and Science Education Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects

targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources. Local facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted year-round.

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

Bridgestone Americas Trust Fund Grants

The Bridgestone Americas Trust Fund makes grants in the areas of education, child development and welfare, and the environment and conservation. Examples of previously funded programs include expanding music education for students in kindergarten through grade 12 and promoting professional development for music teachers; hands-on botanical and art museum experiences for children who are underserved; and employment and leadership support for people with intellectual and developmental disabilities. Priority is given to programs that address education, environment and conservation, and youth development.

Deadline: Applications are accepted year-round.

Website: www.bridgestoneamericas.com/en/corporate-social-responsibility/community

Let It Grow Contest & Grant

The Let It Grow Contest invites teachers and community adults to vote daily for a school (public, private or parochial schools containing any class with students in grades 6, 7, or 8; home schools are not eligible) to win a \$5,000 grant. The school with the most votes proportionate to the school's student population, and five schools with the next highest number of votes, will win:

- One Grand Prize: One \$5,000 grant to be used toward a garden/gardening supplies and an introduction to a local agronomist.
- Five Runner-Up Prizes: One \$1,000 grant to be used toward a garden/gardening supplies and the opportunity for an in-school celebratory event. To win the in-school celebratory event, all winning schools will be asked to create an original 1–2 minute video explaining what their school plans to do with the grant money.

The contest ends at 5 p.m. March 14, 2017.

Website: www.thescienceofsoil.com/contests/3

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Students Giving Back Through Service Learning

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perimeter to create a fence.

One of my students, Michael Hounshell, is a junior at Parker High School taking many Design and Engineering classes and is also part of the Robotics Club assisting with the building of our Robot for competition. Michael has the same passion to give back to the community through service. Last year, Michael took a class in Technology Engineering class called MasterCAM with Mr. Joe Kapugia. Thanks to Mr. Kapugia, Michael mastered the program. Master CAM brings the power of computer aided design software to enhance machining to cut parts directly on a Computer Numerical Control (CNC) Router. This process and machinery is used by companies in Janesville and across the globe. The CNC Router is the machine used to fashion the Camden pickets.

The Camden Pickets are a fundraiser and

still for “purchase” at \$50.00 each. Michael engraved the picket for the SDJ which will be part of the fencing at Camden. If you would like to still purchase a picket through your donation, please click here: [Camden Playground Picket Donations](#).

It has been rewarding for me to see Michael grow and give his time back to the community through an amazing Camden Playground project. I think the power of service community learning projects empowers success in our students now and into the future.

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Pursuing Their Passions

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tant it was to add details for students who may not know anything about the Japanese art form. She also wanted to have samples ready so students could see how she as an artist applied her own style to her drawings.”

Her hard work paid off.

“I was very impressed with how well spoken, comfortable and well prepared Aleah seemed,” Hoes said afterwards. “She also made the topic very approachable for my fourth graders. They loved it!”

He was particularly impressed by the way she brought up key topics – like the continual struggle to improve oneself creatively and grow as an artist – without any prompting from him.

Amy Lawrenz, the district's food nutrition director, worked with Lauren, who wanted to teach kids how to prepare easy meals. Lauren came up with two recipes – Rosemary Carrot Fries and a Breakfast Bowl – and made a video showing how to prepare the food step by step.

Lawrenz was so impressed by the recipes that the school served them as part of their meal program. A link to the video and the recipes themselves was also included in a school newsletter.

“Any time our students show an interest in the food we serve or they consume, I like to get them involved,” Lawrenz said. “I also feel it's important that the student gets the praise and I love to show their peers and parents the positive things that are happening in our district.”

The Genius Hour projects took place during a block of time in the middle school day called Falcon Time. The time is devoted in part to helping students receive extra assistance in curricular areas where they are

struggling. For those who have demonstrated that they are on track academically, the time is spent pursuing enrichment activities.

The Genius Hour projects are a good fit for the goal of Falcon Time, said Laura Fiorini who helps coordinate the schedule for Falcon Time.

“The idea is that all students get what they need,” she said, explaining that the Genius Hour projects were offered to students who were performing well above grade level in reading and math. The projects gave them a chance to do more “self-directed learning” and gave them “much more accountability in development of a project and the presentation of a project.”

Fiorini was a formal and informal mentor to two of the students doing Genius Hour projects. She signed up to help one student who was interested in archery and researched the historical development of the bow in a quest to make a better bow than what was currently available.

Despite a lot of research, his final product was not successful because he had failed to take into consideration some key construction principles. That didn't mean the project was a failure, however.

“It was a learning experience and he was able to share his learning process,” Fiorini said.

After all, even a genius doesn't always succeed the first time around.

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We have two exciting winter camps coming up soon!



Camp Angel is for kids ages 7-12 and is being held January 27th-29th, 2017 in Boulder Junction, Wisconsin. Kids enjoy many fun and exciting winter activities including:

- Ice Fishing
- Sledding
- Snowmobiling
- Snow Shoeing & More!



Angel Adventures is for teens ages 16-18 and is being held February 10th-13th, 2017 in Three Lakes, Wisconsin. Campers will experience:

- Tubing
- Cross-country Skiing
- Snowshoeing
- Broomball
- Directed sharing sessions held in a safe & nurturing environment



All enrollment is on a first come, first serve basis. For more information on these or our other camps held throughout the year, please contact info@angelonmyshoulder.org or visit our website at angelonmyshoulder.org

Meemic Working with Green and Healthy Schools Wisconsin



By Eric Henrickson
Meemic Insurance Co.

The Meemic Foundation is proud of its heritage of giving back to the educational community since 1992.

That's mostly been done through grants for things like classroom projects or school supplies, but director Pam Harlin is always looking for new ways to serve teachers.

The Foundation Club was started in 2015, and with that came the series of Link & Learn workshops that are free for club members. In 2016, the Foundation partnered with the Wisconsin Department of Natural Resources, Wisconsin Center for Environmental Education at the University of Wisconsin-Stevens Point College of Natural Resources and the

Wisconsin Department of Public Instruction to present a four-part Green & Healthy Schools Wisconsin workshop series around the state over the course of the school year.

Club members have already had the chance to participate in the first two workshops, on biodiversity and composting.

"This has proven to be an exciting partnership for the Meemic Foundation," Harlin says. "The feedback from those attending the first two workshops in the series has been very positive. I am pleased that the Meemic Foundation can sponsor these type of programs as a free benefit for our club members."

The next workshop, School Energy Efficiency, takes place Feb. 22 in Chippewa Falls, and there's still time to register. This workshop will provide information to school staff, teachers and administrators about how to save money through energy efficiency and incorporate real-life learning opportunities. Participants will be given work time to develop ideas for their classroom and/or school community.

"The first two went very well," says Susan Schuller, senior Outreach Specialist with Green & Healthy School Wisconsin. "There was a lot teachers could take and use right away." And with common working or

planning time built into the workshop, "those have been very positive and well received.

"At the energy workshop, we'll be talking about how to advance energy efficiency and the gains that can be made in schools," she adds. "This will be very much a hands-on workshop looking at energy investigations in schools that will lead to money-saving. And engaging the students in these investigations."

The fourth and final workshop, School Gardens, takes place April 26 in Milwaukee. Registration will be opening soon.

"We'll be partnering with Community Ground Works and looking at best practices for a school garden program," Schuller says. "It's very popular."

Being in the north, "some schools sometimes struggle with this, including taking care of it in the summer. And you definitely want to harvest in the fall. We'll be talking about all of that."

Schools receive a \$100 stipend to offset the costs of each Foundation Club member attending the workshops (up to four per school).

"We really appreciate the support from Meemic," Schuller says. "I know \$100 for each of the participants has been extremely helpful and sometimes why people can attend.



"Teachers need any positive energy now that they can possibly find, so this is a really great thing for them."

For more information or to register for this or any upcoming workshop, visit www.MeemicFoundation.org/Events.

"Our Wisconsin Foundation Representative, Roy Hinz, has worked extensively to find great partnerships like this and is eager to talk with educators on suggestions of other programs we can bring to the Wisconsin educational community," Harlin adds.

Visit www.MeemicFoundation.org for more information on joining the Foundation Club and contacting the Foundation.

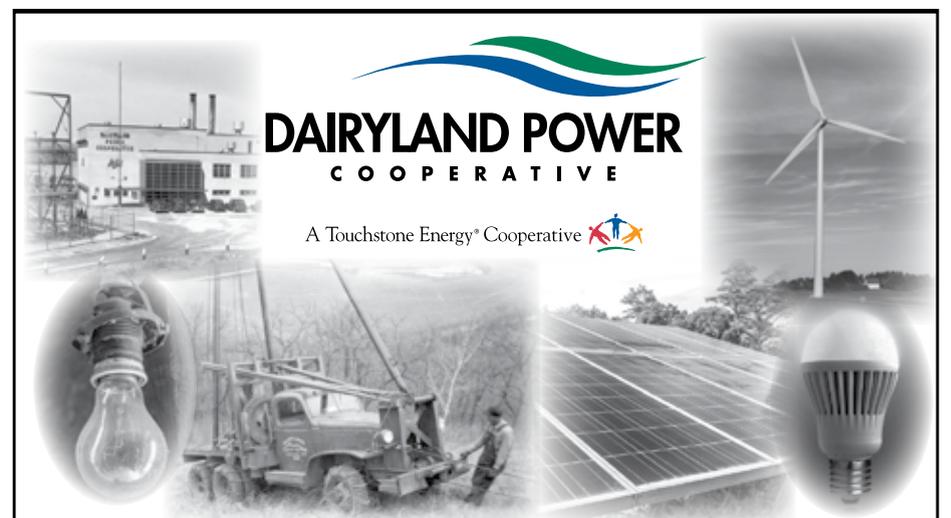
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Arrowhead CTE

Interview with Career Technical Education Program Leader Brenda King

By Sue Casetta

Director of Learning

Arrowhead Union High School District

What is CTE?

Career and Technical Education (CTE) prepares our students for a wide range of high-wage, high-skill, high-demand careers. Career and technical education gives students the opportunity to gain a deeper understanding of academic concepts and the chance to gain real-world experiences through the business partnerships that Arrowhead has established with local industry leaders. Nationally, the vision for CTE is based on five guiding principles. We support these principles through the courses and programs we offer at AHS. CTE:

- is critical to ensuring that the US lead in global competitiveness
- actively partners with employers to design and provide high-quality and dynamic programs
- prepares students to succeed in education and careers
- delivers learning experiences through comprehensive programs that align to national career clusters framework
- is results-driven and demonstrates a positive return on investment



At Arrowhead, our vision for CTE:

The Career and Technical Education Program provides comprehensive course offerings that aids in preparing students for their careers and future. The culture of CTE allows students to be engaged in applicable skills and knowledge, hands on

learning, business partnerships, and real world experiences.

What departments are considered CTE?

- Business & Marketing
- Family & Consumer Science
- Technology & Engineering

What is required for graduation in CTE?

Currently, 1 CTE credit is required for graduation. However, Arrowhead offers courses directly related to students' interests. Through the academic and career exploration process, CTE courses offer students additional credentials, certifications, advanced standing opportunities at a nearby technical college or chances to earn transcribed credit at technical schools.

Through the Youth Apprenticeship programs (Health Youth Apprenticeship and Technology & Engineering Youth Apprenticeship) high school students learn in an occupational area at a worksite along with classroom instruction.

What co-curricular opportunities are available that connect to CTE?

Arrowhead offers many additional learning experiences through our Co-curricular offerings.

- DECA
- Gaming Club
- Coding Club
- First Robotics
- Skills USA-Automotive Competition
- HOSA: Future Health Professionals

Continued on Page 22

February is Career and Technical Education (CTE) Month in Wisconsin and Across the Nation!

It 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.

The Wisconsin Department of Public Instruction is using February's observance of Career and Technical Education (CTE) Month in Wisconsin to highlight the wide range of exciting opportunities available to youth in the state who wish to explore their career options and the benefit of those programs to Wisconsin industry and communities.



Learn more about CTE Month in Wisconsin and how you can promote your quality CTE programs at: dpi.wi.gov/cte/advocacy/cte-month

Learn more about CTE Month nationally at: www.acteonline.org/ctemonth/#.WG0Vh1MrLcs

2017–2018 Carl Perkins Grants

Carl Perkins grant applications are available. Please reference the 2017–18 Carl Perkins application timeline. Projected Planning Figures are now available. Use these for filling out the 17–18 Perkins Application. 2016–2017 grant award budget modifications should be completed as soon as possible. Please reference the “new” dollar amount that was in the grant award. Grant Reviewers for 2017–18 are assigned.

This year's application will follow the same process as last year. The application has been updated. Updates include:

- Revised Carl Perkins Basic Grant Application, form PI-1303-A, now includes function code of 431 000. It also has a column for “Activity Number,” to help tie out the operational plan and budget.
- Non-Compliance Form — Please use this new form as it has the most current database information.
- Submission of Programs of Study (POS) is not needed for the 2017-

2018 grant application. DPI intends to use the description narrative and operational plan in the Carl D. Perkins application to review and approve grant submissions.

Our new Grant Specialist joined the CTE Team on December 12, 2016. Help us welcome Christine Lenske! You can reach her at christine.lenske@dpi.wi.gov, 608.266.3922. Chris has a long history of working with students in educational settings and programs that assist young adult's transition to adulthood. She started her career working with at-risk students in group home, residential treatment and alternative school settings which was followed by twelve years as a high school counselor in the greater Milwaukee area. She is coming to us from the Department of Children and Families where she has served as a policy analyst and program coordinator for the Bureau of Youth Services for over ten years

Website: dpi.wi.gov/cte

T-Shirts for Tomorrow: Student Business, Student Rewards



Kati Meyer
Augusta Area School District

Imagine walking into a classroom abuzz with activity, where students are working independently and life skills are the curriculum. T-Shirts for Tomorrow, a screen printing business run through the Special Education Program at Augusta High School, is just that.

In October 2013, understanding her stu-

dents' growing need for real world, employable skills, Kati Meyer began to gather donations for the equipment to start a screen printing business that she hoped would fill the gap between academics and the real world. By Fall 2014, T-Shirts for Tomorrow was up and running thanks to the generous donations of community members. "Our business was built from the ground up" Meyer states. "We came into this with no knowledge of the screen printing process. I had to learn how to screen print, and I was very thankful the students were so patient and willing to learn right beside me."

Since its inception, production and offerings have increased every year. T-shirts for Tomorrow currently prints between 2800–3200 apparel items per year while running production for 90 minutes per day. Last year, T-shirts for Tomorrow completed 74 orders for different organizations and businesses. "Most of our orders are placed from people in the Chippewa Valley but within the last year we were able to complete orders for

customers in Wausau, Marinette, and Janesville," said Meyer.

While working in the screen printing shop, students have the opportunity to complete several different jobs. Students can begin participating in T-shirts for Tomorrow their sophomore year and can continue through their senior year and are expected to be familiar with all aspects of production including preparing, exposing, and aligning screens, as well as printing, curing, and folding apparel. Recently, T-shirts for Tomorrow has purchased a vinyl cutter which allows them the opportunity to make custom shirts, decals, and stencils. Throughout their time in the screen printing shop students develop specialties which create leadership opportunities. To add to the physical work students complete, Meyer shared that they "work on soft skills such as communication with co-workers and supervisors, following directions, teamwork, and problems solving."

When asked about what the program taught him, a former student said, "When you make t-shirts you have to believe you can do it. Being in there taught me that when you work your hardest you will achieve your goals." A student currently working in the T-shirt shop noted that T-Shirts for Tomorrow "taught me how to work in a workplace and treat it like a workplace, not like a school."

Outside of the production aspect of the

work the program also hires a student accountant to create invoices and keep a register of all money received and invoices paid. Students who are active in the program all receive scholarships upon graduation and the program offers grants to district teachers who wish to enhance their classroom with programs and supplies that will directly improve the learning experience for students with special needs. When asked how the grants are awarded, Meyer explained, "T-shirts for Tomorrow has created a grant application and a grant committee composed of only students. Those students read through all grant proposals and make determinations based on what they feel would most benefit them in the classroom." Along with supporting scholarships and grants, the profits from T-shirts for Tomorrow help pay for transition activities for students involved in our programs in the Augusta School District.

If you would like more information on T-shirts for Tomorrow or would like to place an order, please email tshirts@augusta.k12.wi.us or call 715-286-3354.

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3 myths about renters insurance

Even if you feel your possessions are fairly modest, losing even one big ticket item or lots of smaller possessions at once could be financially devastating. Unless you have enough money saved to replace everything you own—clothes, furniture, computer, entertainment system, microwave, etc.—renter's insurance is definitely worth the cost. Here are three common myths about renter's insurance:

Myth #1

My landlord's insurance policy covers my personal property.

Your landlord's insurance covers your landlord's property, not yours. If a fire or other disaster destroys your possessions, you could suffer a significant financial loss unless you have renters insurance. A renter's insurance policy provides protection for your personal property, such as furniture or electronic equipment, in case of perils like fire or theft.

Additionally, renters insurance provides liability protection. Unintentional bodily injury or property damage could be as financially damaging to you as a fire in your apartment. Liability protection against accidental occurrences (such as someone slipping on a wet floor and breaking an arm) comes standard with renter's insurance policies.

Myth #2

My roommate has renters insurance, so I'm covered.

Your personal belongings are not covered under your roommate's insurance unless you are listed on the policy.

Myth #3

Renters insurance is expensive.

Renters insurance is a very inexpensive way to protect yourself from financial loss resulting from theft, fire, or other disasters. Renters insurance can typically be purchased for a couple hundred dollars a year or less.*

*Prices vary according to the amount of coverage, the deductible you choose, and where you live.

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"I count myself one of the number of those who write as they learn and learn as they write."

—Augustine of Hippo

Grants



Continued from Page 4

Project Produce: Fruit and Veggie Grants for Schools

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

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

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

High School Weight Room Grants

The Lift Life Foundation's mission is to help provide young people with tools to improve their fitness levels and boost self-worth. The foundation provides high schools across the United States with the opportunity to have their school weight room transformed with brand-new equipment. To be considered for a weight room makeover, high schools must be nominated. Anyone may nominate a high school; nominations must be submitted online.

Deadline: Nominations are accepted year-round.

Website: www.liftlifefoundation.org/#spark

Let's Play Imagination Playground Grants

KaBoom! supports organizations that build playgrounds for children and youth to ensure they have the opportunity to lead an active and healthy lifestyle. KaBoom! grants support community-inspired projects that engage the larger community in all aspects of project planning and playground build execution.

Deadline: Applications are accepted year-round.

Website: kaboom.org/grants/creative_play

Mary Lou Anderson Reflections Arts Enhancement Grants

The National PTA Mary Lou Anderson Reflections Arts Enhancement Grants provide matching grants to local PTA art projects within their school community. Funded projects will increase access to learning opportunities in the literary, media, visual, or performing arts for at-risk

or underserved audiences. Arts projects must actively engage families and community partners to strengthen family and school partnerships.

Grants up to \$1,000 are awarded.

Deadline: Applications are accepted through March 17, 2017.

Website: www.pta.org/members/content.cfm?ItemNumber=3101

Music Performance Attendance Grants

The Sharon Gewirtz Kids to Concerts Fund provides small grants to provide the opportunity for children and youth to attend live performances of classical music and other related programming. Grants are open to schools and nonprofit music programs throughout the United States, and eligible applicants must demonstrate financial need to be considered.

Grants up to \$500 are awarded.

Deadline: Applications are due June 30, annually.

Website: sites.google.com/site/gewirtzkidstoconcerts

Roads to Reading Literacy Initiative Grants

The Roads to Reading Literacy Initiative (RTRLI) provides grants of new children's books as educational resources to schools, child-care centers, and nonprofit organizations serving children in need from birth to age 16. Donated books must be used for on-site literacy programs that target underserved communities and are administered by the applicant organization.

Deadline: Applications are accepted from April 1 through September 25, annually.

Website: pwirtr.org

Amber Brown Grant

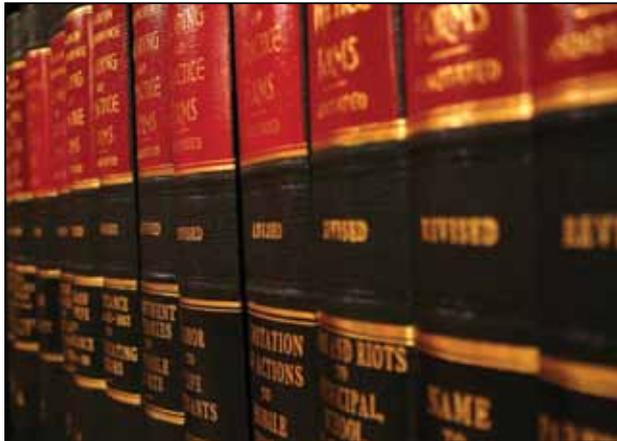
The Society of Children's Book Writers and Illustrators (SCBWI) offers the Amber Brown Grant to commemorate author Paula Danziger. The grant is awarded annually to one school and includes a visit by a children's book author or illustrator to encourage children and youth to read and connect them with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

The winning school receives a visit by an author or illustrator, a \$250 stipend, and \$250 worth of books by the visiting author or illustrator.

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

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

In this issue we are featuring four more winners and six honorable mentions from our Middle School and High School "Dream Careers" contest. Contest winners were also featured in the previous issue of Teaching Today WI™ (Winter 2016–17, Volume 1) and more honorable mentions will be featured in our next issue. You can access previous issues on our website at www.teachingtodaywi.com.



dream career and although it may not be as intriguing or far-fetched as most, when I fantasize about where I want to be 15 years from now I imagine myself in a courtroom. I visualize myself as an attorney defending the law and setting precedents for future cases to come. I wholeheartedly believe in justice and that rules are set in place for a purpose and they should be abided by. Although this is my 'dream' career I would argue that it will be beneficial for myself

in the long run to develop my dreams so they reflect some sense of attainability.

I have centered my high school education around classes that are recommended for careers in law. This includes courses such as Journalism, AP Language and Composition, Crime and Social Issues, Early World History, AP Human Geography, AP United States History, AP Psychology, and AP Microeconomics. As my high school experience is coming to a close I expect to continue educating myself on subjects that will assist me in the future. After high school I plan to attend college and law school.

Bo Bennett once said, "A dream becomes a goal when action is taken towards its achievement." I firmly believe that a dream is merely a fantasy or mirage, but with the synergy of both dreams and actions one creates a goal. Dreams are simply fictitious visions, but a goal shows ambition. The belief of hopeful seven year olds that the world is your oyster is not far from the truth, but dreams don't come true for those who wait, you have to have the motivation to make them true.



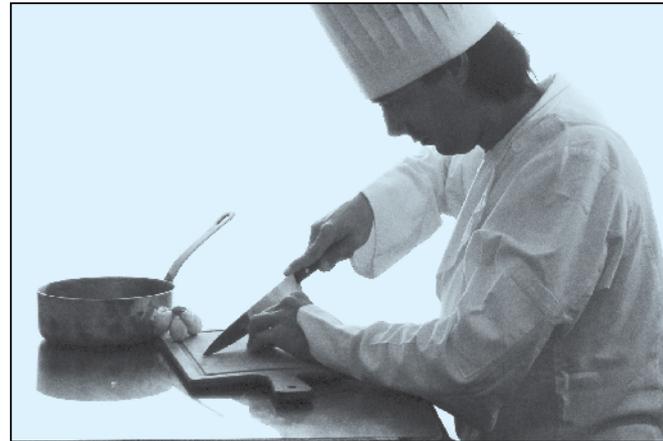
Essay Contest
HIGH SCHOOL
WINNER

Lawyer

Abigail R.
New Berlin High School

Remember when you were seven years old and someone asked you what you wanted to be when you grew up? Your response was probably that you wanted to be an astronaut or a world class ballet dancer, or maybe a dancing space explorer because when we are seven we don't recognize reality and the boundaries that are in place. However, for as long as I can recall I have never had astronomical aspirations for what I wanted to do for the rest of my life. I was and continue to be adamant about my vision of being a lawyer as if it were assigned to me and it was my duty to fulfill my inevitable fate.

Being a lawyer has always been my



ideas of how to make a dish. I always help my mom and sometimes I help my mom's boss. My mom's boss owns a bed and breakfast so I help cook too! People value chefs because . . . food. I think chefs are important because they can teach us how to make good healthy food and how to eat food we like but more healthy. Also being a chef can be a challenge because you need to find how much prices for food are going

to be. I would love to become a chef to combine my line of cooking with my imagination!

I know that being a chef won't be easy. To work in a good or well-known restaurant most owners want a chef that has at least three years and even better, five years of experience. I would like to go to college and hopefully get into their cooking class. But since I'm only twelve I still have more years to come and with those to come. I will prepare and learn everything a chef/cook needs to know. My dream is to become an executive chef, that's the highest rank in the kitchen are you can get. An executive chef makes 71,666 like I said in my first paragraph but an executive is the highest you can get. So that means if I do become a chef I have a long way to accomplish my dream.

As you can see I have hope and am willing to work myself out to finish or accomplish my dream. As of right now and until I become a chef . . . it's time to study. Seeing people enjoy my cooking is the best thing in the world, becoming a chef would give me an opportunity to express my imagination, happiness. Hopefully someday I will become an executive chef or even better own my own restaurant!



Essay Contest
MIDDLE SCHOOL
WINNER

Chef

John S.
Cuba City Middle School

It puts a smile on my face when my family loves my cooking. Mostly every day I make food for my brother or after working with my mom going home and making her a dish. So my dream job is to be a famous or well-known chef. I would love to express my feeling and creativity in cooking. Who knows who I'll serve, if I become a famous cooker I might serve to someone famous! A good chef makes about \$71,666 (in a year) a nation average salary makes about \$75,596 (in a year) that's crazy, stunning. What made me want to be a chef was when in fifth grade we went on a field trip for career day at a college.

Cooking is like a form of art. People use it for stress or imagination. There are countless



Essay Contest
HIGH SCHOOL
HONORABLE
MENTION

Musician

Kaitlyn G.
Gilman High School

For my dream career, I would really like to be a musician. By that, I mean that I want to be a singer. But not just any old singer, a country singer. The best type of music in my opinion is country. I have already started working on some of my own country pieces with my band teacher. If I get a record deal, I would like to

start off as a songwriter, then eventually move up to a performer. I've already started working on that at our school in Gilman, WI in front of my band class twice, then in front of my entire school at our first talent school. When I write music, I write about what I am inspired by.

I have been knocked down from people telling me that I can't sing but I still kept working on it and now every time I sing at school, people have been telling me that I am getting pretty good at it. From my perspective, if I keep practicing, I will keep getting better and better.

I think that I have made the right decision to be part of our choir club because I have been learning more about singing. From all of the lessons that my band teacher, has given me, my voice has been getting stronger. If I go out for competitions, I hope that I can win because I will then put that money towards college so

I can learn more about being a musician.

When I get to the point where I don't want to sing anymore, I want to take some classes so I can teach younger kids who want to be a musician. I want to help people or teach people about music, but I would still like to be a songwriter.

My band teacher keeps telling me that if there is a singing opportunity, go for it. I think of it this way, if you want to be a singer, you need to start somewhere. A quote from Jason Aldean, "I know you're nervous, but it's—it's



Continued on Page 16



childhood. Piano is a huge part of my life, but my other instruments have inspired me to be a music educator as well. My elementary music teacher pushed me to do band in middle school, and my middle school band director taught me how to perform with others who shared my same ardor and pushed me to dig into potential that I was too shy to discover on my own. Finally, as I enter my final years of high school, my high school band directors have given me incredible opportunities to do what I love with my peers, play

my instrument (and even learn new ones!) with purpose and dedication, compose my own pieces, and encourage me to follow a path of music that I will enjoy for my entire life and use to empower others the way it empowers me.

Music is extremely influential to youth of all grade levels in any school. Music allows everyone to have a voice, and through music everyone is able to express themselves freely when words fail. Music improves mathematical skills and encourages active listening. Not only that, but singing in a choir or playing an instrument encourages language development and due to a large social setting, children are able to associate with many different people that enjoy the same things that they do, leading to long-term friendships and improved social skills. I am incredibly inspired by the way music can impact a person, and I would love to work with children and be able to see them thrive through the power of music.

Being a music educator is not easy. One is expected to have a vast understanding of many different instruments and be able to teach different musical classes besides band and chorus, such as piano, jazz studies, guitar, and music theory. Music educators have to choose a large variety of pieces to suit different groups of children based on age and experience, then organize different performances and become involved in different local festivals and competitions. Yes, this is a lot, but that does not mean it is not rewarding. I believe it is the exact opposite because I am determined to teach a music program that will develop skills for both outside and inside the classroom, but will create memories and allow students to grow and thrive in music.

important to me. I look up to them and I hope one day other students could feel the same way with me. No feeling is greater to me than knowing that I just helped make someone a better learner and a better person.

Teaching is something that I feel very passionate about. I can see it being a very good career choice for me. There are so many reasons why it is my dream to be a teacher. I love to work with children. They are so sweet, kind hearted, and definitely full of laughter! My ideal grade would be fourth, though I would teach any grade. I like fourth because I feel that they are at the age where they know



uled for me to come to the veterinary clinic she worked at for a day! I was very excited. When she arrived at my house, it was extremely early in the morning. She drove me over. There were already other workers there. I got a tour of the whole area, even the back rooms and then she gave me a hair net and smock. I was also able to help with a check-up! Mostly, I was in the main back room watching what

went on there. There were people filing, scheduling, and checking animals over. One dog was named Maisy. She was about one and a half feet long and had sort of curly hair. I would guess she was part teddy bear puppy. I sat through her surgery and wasn't squeamish like my friend would have been.

I know that you have to get great grades and work hard to get into Veterinary School, but I don't worry because I have A's in all of my classes. One of my exploratory classes is an animal science class. We are learning about all different kinds of animals. There are two bunnies and some fish in the classroom. We care for them and sometimes the bunnies get to come out of their hutches! My teacher has even brought in her ducks!

My other friend lives out on a farm. They always have a bunch of kittens during summer. I always enjoy going up to the hayloft to play with his kittens. They are super soft and pretty tame.

After all of my experiences, I would say that I want to be a Veterinarian, with no size for animals that I help! But, I know that what I do, whatever it will be and however I do it, I will be impacting animals' lives!



Essay Contest
MIDDLE SCHOOL
WINNER

Veterinarian

Katelyn V.
Washington Middle School

I have wanted to be a Veterinarian, well, probably since I was old enough to know what a job was. I have loved animals my entire life! When I learned that there was a job filled with animals, I knew that had to be my job.

My friend also wants to be a Veterinarian. We want to own and run a veterinary clinic together. When the two of us have free time, we sketch out pictures of what it will look like. There will be a check-in, exam rooms, a surgery room and a waiting room. We also plan out what our clothes will be. The clothes will all be personalized in orange and pink. But, of course you can't forget about a name. I came up with the name, 'JK Veterinary Clinic' so it would have our initials in it. Except, another time, it dawned on me that that might not be the best name. You see, 'JK' is short for 'just kidding'. I don't think customers would like having their pets in a clinic where the doctors were, 'just kidding'. I changed the name to, 'KJ Veterinary Clinic' instead.

A while back, a woman I know sched-



Essay Contest
HIGH SCHOOL
WINNER

Music Educator

Anna W.
Greenfield High School

In 2012, my middle school band director recommended me for the Milwaukee Music Festival Middle School Honor Band. Although I was skeptical, I attended this three day event where students from all over the state of Wisconsin rehearse, mingle, and eventually perform on the last day of the festival. During one rehearsal, I watched our director conduct with such poise, intensity, and purpose. When we ran a piece of music successfully, I felt myself swell with pride when she set her baton down and grinned at us, talking at a mile a minute about how wonderfully we were rehearsing. Seeing her excitement for directing us and educating us about music made me rethink my decision of dreaming to be an optometrist. It seemed like a no-brainer because I adored music and it surrounded me constantly, but I finally allowed my heart to settle on my final decision: I want to be a music educator.

My love for music sparked when I was three years old and I began to take piano lessons. I continued piano lessons until the summer of 2016, and my piano instructors' have allowed me to explore different genres of music and therefore have fueled my passion for music since my early



Essay Contest
MIDDLE SCHOOL
HONORABLE
MENTION

Teacher

Lauren P.
Cuba City Middle School

In the future, I would love to be a teacher. I have wanted to teach all my life. My teachers really have influenced me and are very

how to behave well, but on the other hand, they still have some child left in them! It doesn't matter how much money I make, as long as I am happy. With teaching, I am as happy as I'll ever be!

Helping people learn new things and become better learners is something that would feel so accom-



Continued on Page 16

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Encourage high school student participation in Career & Technical Education (CTE):

1. CTE provides a glimpse of what a career in certain area might be like: culinary arts, nursing, hospitality or auto mechanics, for example.
2. CTE students may be eligible for credentials that would give them a head start in a job or postsecondary education.
3. The average high school graduation rate for students concentrating on CTE programs is 93 percent, compared to an average graduation rate of 80 percent.
4. Four out of five secondary CTE graduates who pursued postsecondary education had earned a credential or were still enrolled two years later.
5. CTE prepares students for the work world, but it also benefits students who plan to go on to either a 2-year or a 4-year college.

6. Students experience college-level work before college, so they are challenged but also know what to expect.

7. Students in CTE courses have a wider variety of experiences and are more likely to remain engaged through their education.

8. The more college credits a student takes in high school, the more money they may save on college tuition.

9. The more a student participates in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills.

(CTE works, Alfeld et al., Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience, National Research Center for CTE, 2007).





Political Journalist

Anna K.
Greendale High School

I started my journalism “career” my freshman year in high school which, frankly, seems like a lifetime ago. As I went through the next few years in the same school magazine class, I developed a love for it. I worked my way up the ranks through this class and by my junior year had become an editor in chief. I knew at this point that journalism was really the thing that I looked forward to as I went through my day and that I could potentially become a journalist because I liked it so much. The real moment though,

the moment that I fell madly in love, was in Washington D.C. while I was there for the Washington Journalism and Media Conference. I had gone through the week seeing speaker after speaker, and started to wonder, do I really want to become a journalist? The speakers were speaking of topics such as photojournalism and scientific journalism, things that I really don’t have a huge interest in.

But then, on the last full day of the conference, I met with Speaker of the House Paul Ryan’s press secretary, Ian Martorana, in order to interview him on his job with the media and the press. Going into the interview, I was a little concerned as I am a liberal and I wasn’t sure if I would like the interview due to conflicting views, but instead I actually found it incredibly interesting to explore views that conflict with my own.

This discussion spanned through a variety topics including politics within Washington D.C., his job as working as the

middleman between the press/media and Speaker Ryan, and handling a crisis for a candidate’s campaign or during an official’s time in office. I found all of this to be so fascinating and I absolutely loved it. In addition, the interview went so smoothly and it really didn’t even feel like an interview at all, more like a conversation between old friends.

This interview led me to have a dream of being a political journalist. I had always been fairly interested in politics but I had also always thought that I couldn’t make that into an actual career. Having been raised in an environment where the mention of politics is taboo in polite society, I always thought of politics in that negative light, forbidden. After going to D.C. and experiencing politics in the place where it actually happens, I realized that it could be a legitimate career that I could combine with my love of journalism.

A job with the perfect combination of journalism and politics for me would be one at CNN reporting on the politics within the



US as well as around the world. I would love to be able to write about things that really matter and that people want and need to read. A job like this would mean the world to me, figuratively and literally. Figuratively simply because of the saying but also literally because this would allow me to deeply investigate and report on events around the world, potentially by traveling which is, as many say, the dream, to be able to travel the world for work. Political journalism is where my heart resides and my greatest dream in the world is that I would have the opportunity to follow my dreams and passions in this career.



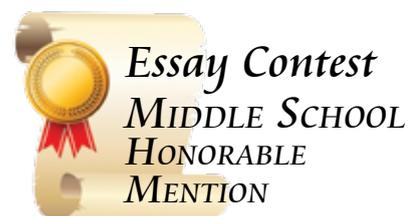
collect and analyze data. They can help solve problems with something. You usually need your master’s degree to be a statistician. I would make approximately \$65,000 to \$85,000 a year. From 2014 to 2024, this field will grow 34%. Some skills I would need to be a statistician would be mathematics. I would need to know the score of the game and player stats and stuff like that which involve math. I would also need to know how to write. People wouldn’t want to read a summary of a game and it be boring. You have to know how

to make your writing interesting.

You could be a statistician for a lot of things, but I love sports so I would want to be one in sports. I think I would be good at it because I am good at math. Math is one of my favorite subjects. I also like to write about sports.

A big reason I would love to be a sports statistician is because ever since I was little my dad and I would always watch NFL games and NBA games and I grew to love sports. I will always love spending that time with my dad. Being a sports statistician will let me keep living and working in my love for sports.

You don’t need to know what you are going to be when you get older. A lot of people don’t know until they get older. I didn’t know what I wanted to do until recently. You can be anything you want to be if you put in the hard work and dedication. A cop, a firefighter, a sports coach, in the military. There are so many different jobs out there. Don’t let anyone tell you that you can’t do that because you can. It’s never too early to start thinking about what you want to do when you get older so start now!



Sports Statistician

Mikey K.
Stanley-Boyd Middle School

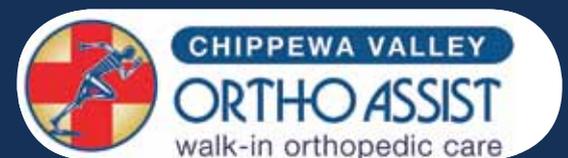
When we grow up we will all have to get a job. Some people know what they are going to do and some don’t. Some people go to college and others don’t. When I grow up I want to be a sports statistician.

A big reason I would love to be a sports statistician is because ever since I was little my dad and I would always watch NFL games and NBA games and I grew to love sports. I will always love spending that time with my dad. Being a sports statistician will let me keep living and working in my love for sports. If I was a statistician I could write about the game and analyze the game.

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Clinical Pharmacist

Caitlin B.
New Berlin Eisenhower High School

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As stated by famous peace activist Daisaku Ikeda, “People can only live fully by helping others to live”. Ever since I was a kid, I dreamed that when I grew up, I would have a job where I made a difference in the world and could help others. I didn’t know what I wanted to do, I just knew that someday I would want to make a difference in others’ lives. It wasn’t until recently that I decided my dream career was to become a pharmacist.

Growing up, my friends and family all believed I was destined to be a veterinarian. I had a strong love for animals and, for the longest time, I agreed with them. However, once I reached high school and spent a lot of time on my academic career plan, studying the different job fields and possible careers, I changed my mind. I took an interest in the medical field in particular, yet I could never



imagine myself being a doctor or nurse. Consequently, at the next career day offered at my school, I decided to attend a session led by a pharmacist. I never really considered going into the pharmaceutical career. I always assumed a job as a pharmacist involved merely counting pills all day. I soon realized I was very wrong; being a clinical pharmacist, she told stories of how, by prescribing pills, she was able to save numerous lives. Although she wasn’t directly involved in the patient and doctor interactions, she played an essential part in the healing of the patients. One story in particular she told us really stood

Continued on Page 16



Psychiatry

Maria C.
Abbotsford Middle School

While at first I’d wanted to be an astronomer, studying the stars and using math and science to solve the mysteries of space, my mind was changed this year.

At only 12 years of age, I’ve already started researching careers to get a head start on my future. So it was obvious that I’d be more than eager to take a test on careerlocker.wisc.edu, which was issued to my fellow 7th graders and I by our guidance counselor. This test, though more of a survey, would analyze my answers, leading me to careers I might be interested in. Imagine my surprise when I was recommended to either work in recreational things (such as tourism and being an amusement park worker), as a journalist, or as a psychiatrist. I’d thought, at first, that none of these things would be for me. Talking to people? Well, my social skills are kind of rusty. After some thought, however, journalism piqued my interest, but I couldn’t help



but start digging through the information on psychiatrists.

First of all, the job description caught my eye. “Psychiatrists are medical doctors trained in the diagnosis and treatment of mental illnesses, mental retardation, and emotional disorders. They treat patients whose illnesses may be due to either physical or psychological disorders.” I would basically be talking to patients about their deepest issues, drawing them out slowly, and just as slowly be healing their mental wounds.

While there are many different types of psychiatry, such as child and adolescent psychiatry, community psychiatry, psychoanalysis, correctional psychiatry, and mental retardation, the ones that caught my eye the

Continued on Page 16

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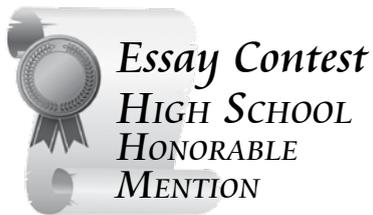
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*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [August, 2016] [www.bls.gov/oes/].



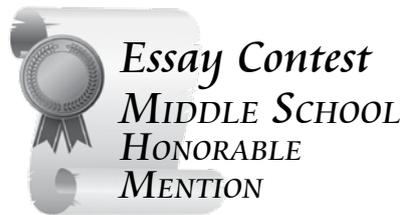
Musician

Kaitlyn G.
Gilman High School

Continued from Page 10

time to—you're never going to know unless you try". If you're going to be a singer, start a little bit smaller, then gradually work your way up to where you can sing in front of a bigger crowd

People can't tell you what you can or cannot do. Only you can make the decision on your own. I chose music because I love it. Ever since I've been writing music that is all I have really wanted to do or the rest of my life. A friend and I have been working on a parody from the Peterson Farm Bros, to spread a message about some of our clubs. When I find a song that I really like, I find that song online and I make covers. All of my cover videos are country. I have been learning a new instrument recently which is guitar. My band teacher and one of my best friends have been teaching me. When you listen to music, it sends a message, but I think that every song tells a story and has a back story to go along with it. That is why I want to be a musician!



Teacher

Lauren P.
Cuba City Middle School

Continued from Page 11

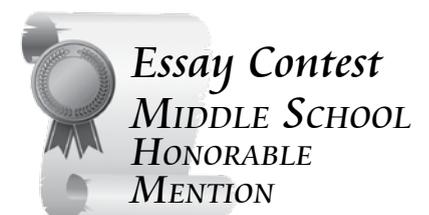
plishing for me. I believe that teachers should have one of the most respected jobs because without teachers, we really wouldn't have any other jobs. There are teachers for everything. If there were no art teachers, how would you learn new techniques for art? If there were no language arts teachers, how would you learn to read and write? Teachers have a very big role in my life, and I take school very seriously. I absolutely love to read and write. In the past, I have written short stories and read them to my parents and friends. I always found it very exciting, and I still do. My favorite type of books are mysteries. I just find them very thrilling. You have to put the pieces together yourself, and find out what happened.

I have some experience with teaching. I observe it every day at school, so

I have an idea of what it's like. Also, during presentations, you are teaching your peers something that you researched or learned about. When I was younger, I would always play school with my little cousin. Babysitting is also something that gives me good practice and a feel for what it's like to be working with younger ones. In college, I would take some education classes, do lots of activities, and take the classes I take now, such as science, social studies, language arts, and math.

Something that I want to accomplish while teaching is seeing a child smile after learning something new or finally understanding something. I can only imagine the pride that it gives you. The job involves a lot socializing, and I would enjoy that because I wouldn't want to have a job with no one to talk to. It would be interesting to see every kid's different personality, and learn and progress with them. The way that my teachers can connect with the students and their learning is really inspiring. I hope I can be as good of a teacher as them someday!

As you can see, it is my dream job to become a teacher. Teachers change the world. One day, I want to experience the greatness they get to fulfill every day. Teachers are all really inspiring to me and I don't think there is anyone else in the world like them!



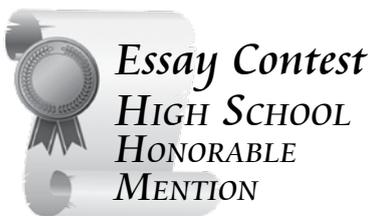
Psychiatry

Maria C.
Abbotsford Middle School

Continued from Page 15

most were psychoanalysis and correctional psychiatry. These are exactly what I had in mind when imagining my career in psychiatry, and I would be very glad to get a job where I could help people with their deep-set issues. It also doesn't hurt that a psychiatrist is paid \$30 per hour when they first enter the field of work.

When researching psychiatrists, I learned that one famous person in this field of work, named Dr. Alois Alzheimer, had treated a patient with memory loss, language problems, and unpredictable behavior in 1906. Dr. Alzheimer had noticed changes in the brain tissue of his patient, and after she died, examined her brain to find many abnormal clumps and tangled bundles of fibers. This story has inspired me to work in psychiatry, so that while I may not become famous, I will be recognized as someone who spent her career helping others.



Clinical Pharmacist

Caitlin B.
New Berlin Eisenhower High School

Continued from Page 15

out to me. A new uncommon medication she suggested to prescribe to a patient ended up saving a child's life. When I'm older I hope to give someone the same exact hope and happiness that child and their family received.

As a pharmacist, not only would I have to ability to save others' lives, but I also would be able to further my knowledge in subject areas that interest me. Applying chemistry and math is an essential part of my dream career. Throughout my life, I have always done well in science and math, taking some of the hardest classes offered in those subject areas. Personally, I believe it's necessary to find a career that uses your strengths during each work day. Although the prerequisites to become a pharmacist include seven or more exhausting years of difficult course-

work, the satisfaction will make everything worth it. Another intriguing aspect of having a career as a pharmacist is dealing with the forever expanding medical world. Each day, new procedures, medicines, and techniques are being released. A career in the medical field will especially vary everyday due to our advancing society. It is also a career that will, most likely, involve all members of the community at some point in time.

Overall, it was not until recently I realized how much I can imagine myself as a pharmacist. Not only could I put my knowledge of the science and math fields to use, but I would be able to have a career in a field that is constantly evolving. Every day would be different and each day I would be able to expand my knowledge with new research findings. However, the most important aspect of this career is the positive impact I can have on others. I would have the abilities to help others heal and I do not think there is anything more important than that in life.

**Thank you for
sharing your
DREAM
CAREERS!**

The ten essays featured in this issue are just a small number of the entries we received in this year's Dream Career Essay Contest. Thank you, students, for sharing your dreams with us!



Be sure to check out all the essays in our previous issue, and watch for more essays to be featured in upcoming issues of *Teaching Today WI*TM. Previous issues of *Teaching Today WI*TM are available on our website at:

www.teachingtodaywi.com

And don't miss your opportunity to enter the next *Dream Career Essay Contest* in the fall of 2017.

RHS Teacher Named Global Educator of the Year



School District of Rhinelander

Linda Goldsworthy of Three Lakes, a social studies teacher at Rhinelander High School, is the recipient of the second annual Global Educator of the Year Award.

She was nominated for the award for helping her students learn about the interconnectedness of the world through her classroom teaching and travel abroad opportunities. The nominating statement noted that, "Linda teaches events and issues through multiple, usually conflicting, views. By examining different points of view, Linda's students develop

the skills of searching for and taking in other perspectives, especially those of people whose voices are often lost in the traditional curriculum."

The State Superintendent presented the Global Educator of the Year award during the January 20 general session of the Wisconsin State Education Convention. "Today's students are coming of age in a world that knows fewer boundaries than ever before," He said. "They need both solid preparation for careers in a global economy and the ability to participate in society as informed citizens. Linda's ability to infuse critical thinking with empathy toward those from other cultures or backgrounds will serve her students well as they prepare for college, careers, and a global society."

A Wisconsin native, Goldsworthy graduated with a bachelor's degree in history and

English. While attending college, she traveled to Germany, the then USSR, and China as part of the New Cultural Experiences Program. That event was a catalyst for her desire to provide global experiences to her students. Goldsworthy began teaching English at Rhinelander High School in 1996 and transferred to the social studies department in 1999 where she has taught U.S. History, AP European History, AP United States History, Sociology, and Comparative Religions. She has led three student trips to Europe since 2013 and recently initiated a program similar to the one at Carroll which allows all students at Rhinelander High School to travel abroad. Parents play a key role in the foreign travel program, having raised nearly \$75,000 since 2013 to promote global travel opportunities.

"The word that most often appears on my year-end student evaluations is, passion," Goldsworthy said. "While it may seem

unconventional, this is the method by which I support learners who are struggling as well as those who are excelling. My passion often encourages my students to try harder."

"The word that most often appears on my year-end student evaluations is, passion. While it may seem unconventional, this is the method by which I support learners who are struggling as well as those who are excelling. My passion often encourages my students to try harder."

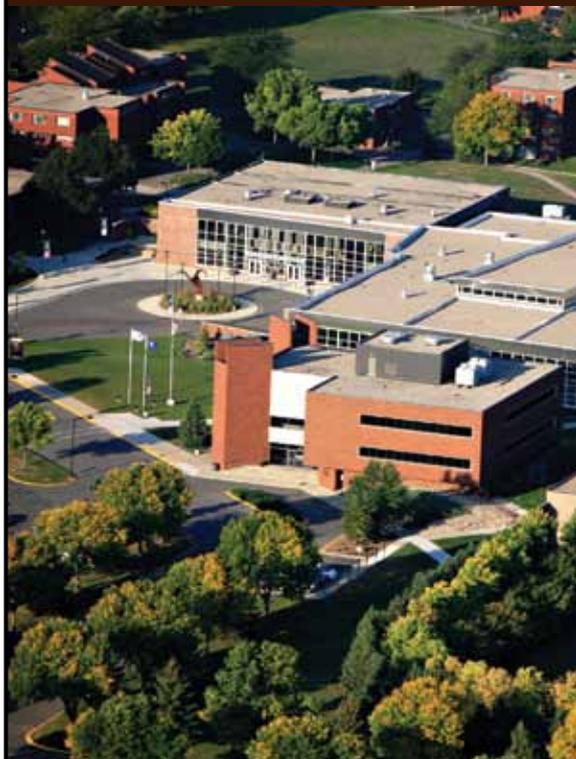
The Global Educator of the Year award is sponsored by the State Superintendent's Statewide International Education Council. The recognition includes a \$1,000 cash award from the Madison area Rotary Clubs. Dean Bowles, a member of the council, presented

the award check as part of the recognition ceremony on behalf of the Madison area Rotary Clubs and the Wisconsin International Education Council.

www.rhinelander.k12.wi.us
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Educators' Road Map to Graduate Studies

Resources to Pay for Graduate Programs

If you've been through the funding gauntlet as an undergrad, you're probably already aware that financial aid is provided by a variety of bodies, including the federal government, the state government and the university itself. On the other hand, there are few things about federal, state and university aid that change in grad school. These may make a degree more affordable than you might imagine.

Federal Financial Aid

According to the U.S. Department of Education's Federal Student Aid office, there is more than \$150 billion in federal financial aid available to college students, including graduate students attending accredited online colleges. Students can use this money to pay for a variety of academic expenses, including tuition, room and board, fees, textbooks and other academic supplies.

Federal Loans

Federal loans are borrowed money that must be repaid. In contrast to private loans, federal student loans often offer lower interest rates and more repayment options. Additionally, these do not need to be repaid until graduation and some loans may qualify for certain tax deductions.

William D. Ford Federal Direct Loan Program

This is the largest federal student loan program-lender. It offers Direct Unsubsidized Loans up to \$20,500 per school year, although students in certain health profession programs may receive additional unsubsidized amounts. Direct PLUS Loans, are for graduate students who need more than the maximum Direct Unsubsidized Loans to meet education costs.

Federal Perkins Loan Program

These school-administered loans are available to students with exceptional financial need who meet eligibility requirements.

Students can receive up to \$8,000 a year, depending on need, other aid, and the availability of funds at their school.

Grants

Federal Pell Grants

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.

Savings

Section 529 Plans

You can keep Section 529 plans working for you long into graduate school:

- Don't withdraw all your 529 funds during your undergraduate years; allow some of this money to remain accruing interest.
- Consider working before graduate school and saving money for a few years.
- Keep adding money (even if you're withdrawing funds) while you're an undergraduate. You and/or your family may find state grants that match your contributions.

As always, you should talk to a trusted financial advisor about your options and evaluate your 529 approach annually.

IRA/401(k) Retirement Savings

As long as you're paying for qualified educational expenses, the IRS will allow you to withdraw funds from your IRA without having to pay the 10% additional tax for early withdrawal. However, you may have to pay income tax on part of the amount distributed.

Although it sounds great, borrowing off your 401(k) can be a slippery slope:

- You lose all the compound interest you might have earned by keeping the money in the 401(k).
- You may not be able to contribute to your 401(k) until you've cleared your loan.
- If something happens to your job (you're fired or wish to leave), you have to pay back the loan immediately.

Fellowships

Fellowships are lucrative academic awards that apply to graduate and post-graduate projects. They're typically merit-based and include famous programs like the Rhodes, Marshall and Fulbright.

Each fellowship is different. For some, you may receive a tuition waiver and a generous stipend. You may be able to conduct your own research without having to teach. You may be funded to travel overseas and work on an independent project. For others, you may be asked to complete partial repayment or a service commitment after graduation.

Website: studentaid.ed.gov/sa

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The Zoo is Your Classroom This Summer

Summer Camps Offered to Children Ages Infant–14



The learning doesn't have to stop once the school year ends. At the Zoological Society of Milwaukee, the Zoo itself is a classroom — full of opportunities to learn in an engaging environment surrounded by animals. This summer, children ages infant to 14, as well as adults and families, can participate in the Zoological Society of Milwaukee's Summer Camps, sponsored by Penzeys Spices. Registration for Summer Camps, available June to mid-August, opens online for Zoo Pass members on Feb. 8 at 5 p.m. and for non-members on Feb. 16 at 9 a.m.

Camps offer a variety of fun, engaging and hands-on experiences for all age groups, including topic-related activities, projects, games and Zoo tours. Not only do children get an opportunity to visit the animals while touring the Zoo, in many camps they are also able to touch animal items such as a real jaguar pelt, rhino horn or elephant tail hair. By doing this, a child makes a memorable connection to wildlife.

You can take your infant or toddler for an adventure at Stroller Safari. Chil-

dren 3 to 5 years old can learn about a variety of animals including hippos, frogs, pigs, fish, insects and tigers. Children in the 6 to 11 age group can make creative projects in art camps and put their acting skills to the test in theater camp. They can also learn about the complexities of animals in camps about what animals eat, ocean predators, insects and identifying animal misconceptions. Children ages 12 to 14 can learn essential zookeeper skills and careers in zoo-related fields.

You can sign your child up for a single camp or combine several camp days into a full week of camp. We also offer A.M./P.M. care for our full-day camps, which allows you to extend your child's camp day. To learn more about Summer Camp and to register, visit zoosociety.org/summer.

About the Education Department: Since 1976, the Society's Education Department has brought animal, environmental and

science-based educational opportunities to children, adults and families. The Society's education programs serve more than 300,000 participants each year.

About the Zoological Society of Milwaukee: The mission of the Zoological Society of Milwaukee is to conserve wildlife and endangered species, educate people about the importance of wildlife and the environment, and support the Milwaukee County Zoo.

For more information, call: Colton Dunham (414)-258-2333 ext. 222



KOHL'S WILD THEATER



A Zoological Society of Milwaukee
and Milwaukee County Zoo Partnership



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

Star Wars Day Includes Day of Coding, Read In, Rube Goldberg Project at Clinton Elementary School



Teresa Pickarts, 3rd Grade Teacher
Clinton Elementary School

Students at Clinton Elementary School in Mrs. Pickarts and Mr. Niquet's rooms will celebrate the end of a two month science unit, "Star Wars May the Force Be With You" and math unit, "First Order Factors" with a *Star Wars*-themed learning day.

This science unit allowed students to learn that a force is a push or a pull, what a balanced and unbalanced force were, to explore magnetism and gravity as a force, and are ending the unit exploring simple and compound machines, building a Rube Goldberg machine to "blow up the Death Star". Niquet said, "Each of our projects in science

had a *Star Wars* theme, as students earned their "Jedi levels" of understanding." At the same time, students during math intervention and enrichment worked on their multiplication fact fluency in a *Star Wars*-themed program created by the two teachers. According to Pickarts, "Students worked twice a week on their 1:1 chrome books to work on fact fluency and take timed tests to earn to earn their light sabers. The other 3

days a week, students participated in active learning math with a *Star Wars* theme. That included building R2D2, racing Pod Racers to solve math story problems, and playing ping pong factors with Darth Vader, and playing bean bag multiplication Death Star. By focusing on fact fluency, we are seeing great gains in computation in our regular math block."

Wednesday, December 21st students spent a day immersed in *Star Wars* activities to celebrate the end of both units. In reading enrichment students watched "Clone Wars" and worked on identifying

the narrative elements in the stories. In math intervention, they did a *Star Wars* races math activity, graphing sled

Students wrote code to move BB8 through levels on their chrome books. Students also completed their Rube Goldberg machines and attempted to "Destroy the Death Star" (a balloon) with a compound machine they created.



colors and doing multiplication pushes and pulls. *Star Wars* Coding is a new project that students got an opportunity to do an hour of code in a joint initiative with code.org and Mrs. Anderson the school district's District Media and Technology Integrator. Students wrote code to move BB8 through levels on their chrome books. Students also completed their Rube Goldberg machines and attempted to "Destroy the Death Star" (a balloon) with a compound machine they created. The day ended with a *Star Wars* Read-In, treats themed to the *Star Wars*

theme, and the commissioning of students as Jedi Knights. According to Pickarts, "Celebrating student learning is a priority. We want to celebrate the accomplishment of our students who have made amazing progress in their mathematical and scientific reasoning."

www.clinton.k12.wi.us/schools/elementary
(608) 676-2211

Lake Geneva Middle School STEM Program Sparks Discovery Through Hands-on Learning



Jennifer Kramp, Director of Communications
for Lake Geneva Schools

Middle school is the perfect time for students to explore and learn that there is more than one way to reach a solution. Students at Lake Geneva Middle School (LGMS) in Lake Geneva are discovering this in a hands-on way through their school's new science, technol-

ogy, engineering and mathematics (STEM) classes.

The curriculum, developed by Project Lead the Way, is a national program that provides engineering, biomedical and computer science curriculum for middle school learners. It creates an engaging classroom environment where students roll up their sleeves and get deeply involved in collaborative problem solving projects based on

real-world challenges.

One such project that LGMS 6th graders are currently working on is designing and creating a toy or game that could be used to help children with Cerebral Palsy improve their grip. Part of the challenge for students is to create their toy with a universal design, meaning that any child in a chosen age group

would enjoy playing with the toy, but that it would also have therapeutic properties for children with CP.

"This is a challenging, but very rewarding and fun project for our LGMS students," said STEM instructor Aaron Zweifel. "Through the numerous design challenges we tackle in our class, students get to see how STEM concepts apply to everyday life. They collaborate with teams and learn the processes of planning, designing and creating by building with their hands and digitally. Plus, they get to use the same design software, 3D printers and other tools used by leading companies, and they think that is really awesome," he said.

Zweifel believes one of the greatest benefits of the new STEM program is how it has sparked an interest and a passion in students

for further STEM learning at the middle school level, in high school and beyond. Zweifel and other teachers in the district who are leading students in STEM applications received their

training at the Milwaukee School of Engineering.

Lake Geneva Schools aims to continuously refine and expand its STEM offerings at the middle school level. The desired result is that these courses will make a solid bridge to the

strong PLTW courses and career pathway programs offered at Lake Geneva's Badger High School.

The curriculum, developed by Project Lead the Way, . . . creates an engaging classroom environment where students roll up their sleeves and get deeply involved in collaborative problem solving projects based on real-world challenges.

www.badger.k12.wi.us
(262) 348-1000

Student Contests and Awards

The Together Movement – Student Video Contest & Grant Opportunity

Join The Meemic Foundation in providing a platform for students to artistically express a message that supports or demonstrates how we can be better TOGETHER. Up to 60 winning videos will be selected based on the themes Bully/Cyberbully Prevention, Be Kind/Respectful, Embrace Differences/Diversity. The sponsoring member's school will receive a \$300 grant for supplies from Office Depot, Inc.®, and the winning student Executive Producer will receive an Amazon Fire® HD Tablet. Winners will be announced by May 5, 2017.

Video must contain original material and must reflect one or more of the listed themes. No copyrighted images may be used.

Deadline: Submission deadline is March 15.

Online voting runs March 20–31.

Website: Get full details and rules at: www.MeemicFoundation.org/VideoContest.

Ready to get started? Login to your Foundation Club member account to access the applications. Not a Foundation Club member? It's free and easy to join. Visit www.MeemicFoundation.org/FoundationClub.

2017 OPTIMUS PRIME Spinoff Promotion and Research Challenge

NASA's Goddard Space Flight Center invites you to enter the OPTIMUS PRIME Spinoff Promotion and Research Challenge, or OPSPARC. Spinoffs are technologies

originally created for space and modified into everyday products used on Earth. This contest challenges students to create a multimedia poster using a tool developed by Glogster. Winning students will be invited to Goddard to participate in a behind-the-scenes workshop, attend a VIP awards ceremony and meet actor Peter Cullen, the voice of OPTIMUS PRIME.

Audience: Students in Grades 3–12

Deadline: Entry Deadline: March 13, 2017

Website: nasaopsparc.com

Extreme Redesign Contest 3D Printing Challenge

The Extreme Redesign Contest 3D Printing Challenge is an annual competition open to students worldwide. Students work alone or in a team to design an original piece of art, jewelry or architecture, or to make an existing design better. Winning entries must be creative, mechanically sound, and realistically achievable. There are three contest categories:

- Engineering: secondary education is open to students in middle school and high school.
- Engineering: postsecondary is open to university, college, or postsecondary school students.
- Art, Jewelry and Architecture: open to students of any grade level.

Scholarships of \$2,500 for a first-place winner, and \$1,000 each for second-place winners are awarded.

Deadline: Entries are due March 9, 2017.

Website: www.stratasy.com/industries/education/extreme-redesign

InvenTeams

InvenTeams is a national grants initiative of the Lemelson-MIT program. InvenTeam students rely on inquiry hands-on problem solving as they integrate lessons from science, technology, engineering, and mathematics (STEM) to develop invention prototypes. InvenTeams are composed of high school students, teachers, and industry mentors. Working collaboratively, InvenTeams identify a problem to be solved, conduct research on the problem, and develop a prototype invention.

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

Deadline: Initial applications are due April 10, 2017. If selected to continue to the next step, final applications are due September 4, 2017.

Website: lemelson.mit.edu/inventeams

Young Scientist Challenge

Discovery Education and 3M invite students in grades 5 through 8 to participate in the Young Scientist Challenge. Entrants must create a one- to two-minute video describing a new, innovative solution that solves an everyday problem.

Ten finalists each receive \$1,000. The grand-prize winner receives \$25,000.

Deadline: Entries are due April 19, 2017.

Website: www.youngscientistlab.com/challenge



Earn STEM Digital Badges to Celebrate the Centennial of NASA's Langley Research Center

NASA's Langley Research Center turns 100 this year! To celebrate, three STEM digital badges are available for educators and students. Educators may earn up to 15 hours of professional development. Student badges include up to six hours of content aligned to the educator badge. The first 1,000 educators to complete all three badges will receive a NASA insignia iron-on patch.

Deadline: April 30, 2017

Website: [/nasatxstate-epdc.net](http://nasatxstate-epdc.net)

Citizen Science: Asteroid Mappers

NASA's Dawn Mission invites you to investigate and analyze high-resolution Dawn images of the giant asteroid Vesta, including craters and other features, from your own computer. The Dawn Mission's spacecraft has gathered intriguing data, including tens of thousands of images, more than the Dawn team has time to analyze in detail. That's where you come in. Register today to help the Dawn Science Team make sense of new elements on the surface of Vesta and learn more about this mysterious world.

Website: dawn.jpl.nasa.gov/DawnCommunity/asteroid_mappers.asp

Presidential Innovation Award for Environmental Educators

The Presidential Innovation Award for Environmental Educators recognizes outstanding K-12 teachers who employ innovative approaches to environmental edu-

cation and use the environment as a context for learning. Up to two teachers from each of EPA's 10 regions, from different states, will be chosen.

Deadline: Apply by March 1, 2017.

Website: www.epa.gov/education/presidential-innovation-award-environmental-educators

President's Environmental Youth Awards

The President's Environmental Youth Awards recognize outstanding environmental projects by K-12 students. Since 1971, the president has joined with the U.S. Environmental Protection Agency (EPA) to recognize young people for protecting our nation's air, water, land, and ecology.

Deadline: Apply by March 1, 2017.

Website: www.epa.gov/education/presidents-environmental-youth-award

Project Competition

The American Statistical Association/National Council of Teachers of Mathematics Joint Committee on the Curriculum in Statistics and Probability and the American Statistical Association's Education Department encourage students and their advisors to participate in the annual Project Competition. A statistical project is the process of answering a research question using statistical techniques and presenting the work in a written report. Projects must be original design and creation of the entrant(s). Subject matter is the choice of the participant(s).

Entries may be submitted by students in grades 7 through 12. Students may work individually or in teams. The maximum number of students per team is four.

Deadline: Projects are due June 1, annually.

Website: www.amstat.org/asa/education/ASA-Statistics-Project-Competition-for-Grades-7-12.aspx

American Association of Physics Teachers High School Physics Photo Contest

For many years, the American Association of Physics Teachers (AAPT) High School Physics Photo Contest has provided teachers and students an opportunity to learn about the physics behind natural and contrived situations by creating visual and written illustrations of various physical concepts. The contest is open to high school students in grades 9 through 12. Entries are limited to 15 per school each year.

Deadline: Entries are accepted annually from March 1 to May 15 for that year's competition.

Website: aapt.org/Programs/contests/photo-contest.cfm

Photo Competition – Gathering Waters

Send us your photos! We're looking to capture the beauty and value of Wisconsin's special places in pictures, for use on our website, social media, and publications—so we're holding a photo contest. Send us your digital photos by April 1 for a chance to win up to \$250.

Deadline: Deadline is April 1, 2017.

Website: gatheringwaters.org/news-and-events/gathering-waters-events/gathering-waters-2016-photo-competition/

Neenah Schools Help Students Ease Back in Transition Learning Center



Jim Strick
Communications Manager
Neenah Joint School District

Whether a struggling learner or an academic all-star, returning to school after an extended absence is a challenge for any student.

That challenge has been made easier at Neenah High School through the Transitional Learning Center (TLC) where students can

choose to work outside of the classroom to get caught up on coursework before returning to a full class schedule in typically three weeks or less. No other school in the area is known to have a similar program.

"It's a lot of weight for a student to carry coming back here after a long absence," said Principal Brian Wunderlich. "For them to return to a smiling, happy face helping them get caught up and back on their feet

is a great thing."

That happy face is Tracy McClowry, who has been assisting nearly 50 students so far this fall get back into the routine of school. The reasons for using the TLC vary from hospital visits and concussions to suspensions and habitual truants. McClowry works with the teachers to determine the priorities for each class and what students have missed.

Counselors refer students to the TLC and

the students range from those simply trying to graduate to others who are college-bound and taking advanced classes. Counselor Kristen Mahoney and School Psychologist Ann Hatch developed the program and created a pilot program during the last six weeks of the 2015-16 school year before the Board of Education made it a full-time program for 2016-17.

"You don't want the students to come back and just pass," McClowry said. "You want them to have a foundation. Being able to do this from the start of the school year really gives time to catch kids earlier and help them get the credits they need."

McClowry tracks grade improvement, reduction in missing assignments and comments from students and parents to determine the success of the program. It also helps the District counter the "cost of failing" where students are forced to re-take the same courses or spend extra time in school. So far, it has

exceeded her high expectations.

Some students work independently and only need help in some of their classes while others need additional one-on-one attention. McClowry and the students work together to decide when they are ready to return to the regular classroom.

"Our main goal is giving kids a safe landing spot to be successful," Wunderlich said. "I love that this program serves all kinds of students – those high-flying and those struggling. We repeatedly have

students who come back and just get piled on. This helps them come out from under that black cloud and succeed."

"It's a lot of weight for a student to carry coming back here after a long absence," said Principal Brian Wunderlich. "For them to return to a smiling, happy face helping them get caught up and back on their feet is a great thing."

www.neenah.k12.wi.us
(920) 751-6800



Arrowhead CTE Continued from Page 7

What are some of the new course offerings in the area of CTE at Arrowhead?

Business and Marketing Department:

Video Game Design: An introductory course to the theory and practice of video game design and development. This course explores basic programming skills and introduces students to programming language features that are necessary for developing a video game. By the end of the course students are able to

design, develop, program and construct a fully functioning and playable video game.

Family and Consumer Science:

Health Practicum: New this school year, the Health Practicum is designed for seniors who want to further their skills in health care professionals through workplace experiences, Health Youth Apprenticeships, or service learning connected to HOSA (Health Occupations Students of America).

Tech. Ed Department:

The New Design Engineering and Manufacturing Center

- Introduction to Engineering and Manufacturing (IEM), new last year, is designed to introduce student to the fundamentals of both engineering and manufacturing. Students use state of the art technology including modeling software, lasers, CNC machines, 3D printers and others. There is a heavy emphasis on problem solving skills to complete a variety of projects from design, prototype and build.
- Manufacturing and Engineering with Materials (MEM), new last year, is designed to offer students a solid foundation of manufacturing processes. Students work with wood, metal, and other composite materials to create a variety of products. Students use 3D modeling software, CNC equipment, and numerous manufacturing techniques used in today's local industry. This course shows students the vital connections between engineering and manufacturing.
- Engineering Experience is in its third year which allows students a very unique experience teaming science and engineering instructors through Engineering and Mechanics, Systems and Controls, and, the capstone course, Engineering, Design, and Development.

What are you most proud of?

In addition to the many courses and learning programs, CTE provides students with abundant opportunities for community service work that builds strong civic leadership skills. During the past 20+ years, Arrowhead DECA marketing students have contributed over \$250,000 and thousands of hours of service for local, regional, and national non-profit organizations. The 2016-2017 school year, the marketing students have committed to partner with major charity organizations: MDA (Muscular Dystrophy Association) Summer Camp and HAWS (Humane Animal Welfare Society) of Waukesha County Sheriff's K-9 Unit, local nursing homes, Elmbrook Animal Shelter, Operation Christmas Child, plus much more! Additionally, Arrowhead Medical Terminology students have organized an annual pill drop that has taken over 1,600 lbs. of unused medications out of homes and off our streets.

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Registration Ends February 28 for the SMS Spring 10–Week Challenge

Trading began February 6 and ends April 14.

Get details and register at www.economicswisconsin.org.



Spring Brings the Wisconsin Economics Challenge!



The Econ Challenge is part of the National Economics Challenge (NEC), the nation's most prestigious high school economics competition. Any Wisconsin student enrolled in a high school course for credit during the 2016–17 academic year is eligible. Teams of 3–4 students vie to demonstrate their knowledge of economics concepts in a competitive and *fun* atmosphere, applying problem-solving and critical-thinking skills to real-world events. Statewide victors can participate in the National Semifinals at their own school. The top four teams in the semifinals qualify for an all-expenses paid trip to New York City to compete in the National Finals sponsored by the Council for Economic Education!

Teams can choose to participate at any one of three Econ Challenge sites statewide:

- **Thursday, April 6** – Fox Communities Credit Union, 3401 E. Calumet St., Appleton
- **Friday, April 7** – Manpower Group, 100 Manpower Pl., Milwaukee
- **Monday, April 10** – Dove Healthcare, 1405 Truax Blvd., Eau Claire

Registration for the 2017 EconChallenge is FREE, EASY and OPEN NOW. Visit the National Economics Challenge portal to register your team(s) at econchallenge.unl.edu

To get the 411 on rules, practice tests, and more information on preparing for the competition, visit: councilforeconed.org/teacher-toolkit. ALL TEAMS MUST REGISTER ONLINE BY MARCH 23rd.

Save the Dates!

► July 24–25, 2017: Economics for Opinion Leaders

Superintendents, School Board & Board of Education Members – Lambeau Field, Green Bay. Our dynamic, interactive seminar shows how the economic way of thinking can help you become a better policy maker and a more informed citizen. Registration details pending.

► August 14–15, 2017: Economics for Opinion Leaders

Superintendents, School Board & Board of Education Members – La Crosse. Registration details pending.

► October 2017: The Pack — and the Lambeau Conference — will be back!

Stay tuned for more information on our 11th Annual Get Your Students Pumped Up on Personal Finance and Economics Conference in Green Bay.

► Friday, December 1, 2017

The 28th Annual ASET (Association of School Economics Teachers) Meeting returns to Miller Park in Milwaukee.

Wisconsin Council on Economic Education | 7635 West Bluemound Road, Suite 106, Milwaukee, WI 53213 | (414) 221-9400 | FAX (414) 221-9790

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