



Middle School DJ Club Rocks School, Engages Students



Greendale Schools

Greendale Schools principals and Park & Recreation Department continue to develop a wide range of student opportunities for engagement within and after the school day. At GMS, one of these interesting and entertaining programs is the school's DJ Club.

Founded in 2016, the DJ Club provides students with a chance to manage the musical entertainment offered at school events. Before the club was established, the school hired DJ companies to provide this service. Now GMS students have ownership in the equipment and are responsible for their assigned gigs. Everything is managed by the students themselves.

This school year, there are 22 club members made up of students in grades 6 through 8. No experience is necessary for a student to join the club. While the club operates year round, there is just one registration meeting at the beginning of the year. From there, all gigs are arranged and confirmed through email and a schedule in the

school's Google Docs.

Club members coordinate the music for specific events and create set lists in Spotify on their own. The DJs play in pairs or groups of three for sporting events, school activity nights, and dances. While a set list is created and approved in advance, DJs are obligated to give priority to requests of attendees at all events.

Jim Hebbe, GHS Orchestra Teacher, is the DJ Club advisor. According to Mr. Hebbe, the club is centered around offering students opportunities. "The DJ Club represents the chance for students to manage the music entertainment portion of an event in real time," he said.

Club members are confirmed to provide the musical entertainment at a variety of gigs this school year, including GMS student council dances, basketball games, the GHS Teens with Impact Egg-spress Yourself event, and the 8th Grade Graduation Dance.

For more information on the DJ Club, contact Mr. Hebbe at:

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(414) 423-2700



Teaming Up To Face the Future

School District of Sheboygan Falls

Planning for the future is a team effort in the Sheboygan Falls School District.

As part of the district's comprehensive approach to academic and career planning, students, parents and counselors meet regularly for a series of sessions to evaluate student interests and talents, set goals, assess progress and establish general parameters for post high school success. Known as TEAM Talks, the sessions are held when each student is in fourth, seventh, ninth and eleventh grade.

Ann Roy, the district's director of student services, believes the meetings create a crucial connection between home and school.

"From elementary school through middle and high school, TEAM Talks bridge the home-school-community relationship like few other efforts," Roy explains. "Starting at a young age, TEAM Talks engage students and their families in conversations about how they learn best, what they like to think about and where they want to go and grow. This conversation deepens as our students develop their skills and hone their interests, leading them to their future participation in our greater community."



As students move through the school system, the talk's focus and goals shift to match the resources needed by the student at that time. Over time, the hours of planning and monitoring progress provide an invaluable resource that students can take with them whether they

go straight into the workplace or on to college or technical training.

"It is a rich, team experience that our parents and students have come to value and appreciate in being certain all children are prepared for the next leg of their learning path," Roy adds.

At the elementary level, TEAM Talks take place during the spring of a student's fourth grade year. They focus on a student's successful transition to middle school.

"The Team Talk is not only a great experience for our seventh graders in preparing and running an informal meeting, but it's a positive experience for the parent/guardian to witness and be a part of with their child."

*Patrick Uselding
School Counselor*

Continued on Page 4

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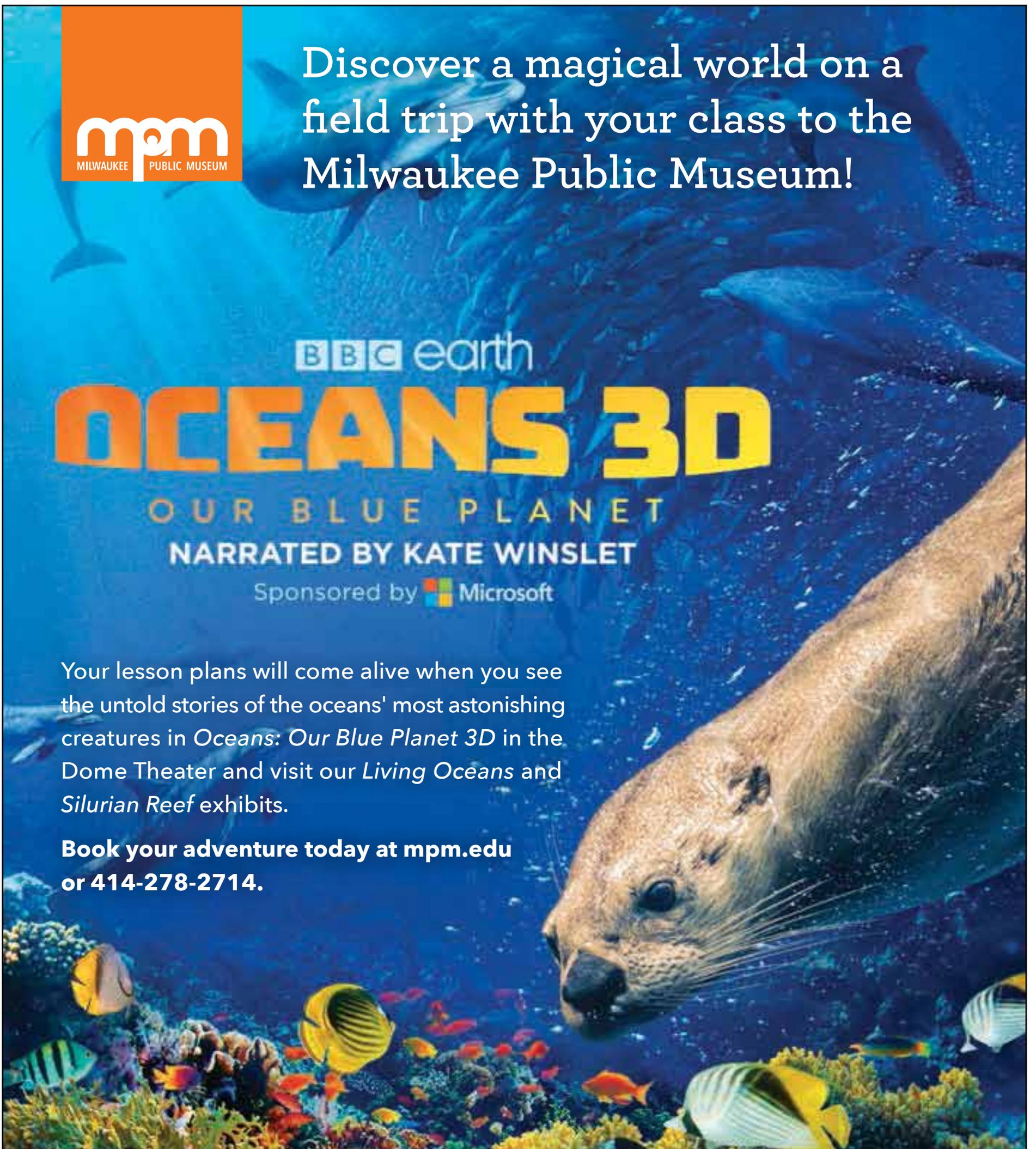
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From the Blog

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“Finding Harmony”

Kohl’s Wild Theater is getting ready to premiere its new traveling show. Kohl’s Wild Theater is a free theater program that travels, free of charge, to local schools, libraries and festivals. The latest musical is called “Finding Harmony” and includes important messages from the WI Humane Society about picking up a baby bunny you think is abandoned in the yard.

Meemic Masterpieces: You Gotta Have Art

What started as an employee’s idea to spruce up the walls at Meemic’s headquarters has become one of The Meemic Foundation’s most popular grant opportunities. We’ve had to whittle down thousands of entries to reach the 150 or so that are now framed and hanging in halls, conference rooms and offices throughout our building in Auburn Hills, MI.

Keep the Chill Out with a Space Heater, but Be Sure to Be Safe

Each year, fire claims the lives of 4,000 Americans, injures tens of thousands and causes billions of dollars of damage. People living in rural areas are more than twice as likely to die in a fire as those living in mid-sized cities or suburban areas. The misuse of wood stoves, fireplaces, portable space heaters and kerosene heaters is especially common in rural areas.

In this Issue of Teaching Today WI

Meemic Masterpieces: You Gotta Have Art	Page 5
4th Graders Explore Energy Conservation in Robotics Unit	Page 6
Coding Is Cool in Elementary School	Page 6
Eating and Cooking Local at School	Page 7
Riverside Elementary’s Student-Led Button Business Empowers Students	Page 7
DCE Junior High Students Secure Business Loan with Strong Entrepreneurial Pitch	Page 8
Financial Literacy Resources	Page 9
Dream Career Contest Essays	Pages 10–15
Grants	Page 16
Student Contests and Items of Interest	Page 17
Wisconsin Among 12 States With More Than 100 New National Board Certified Teachers	Pages 18–21
NBCT Recertified Teachers	Pages 21–22
2018–19 Global Educator of the Year Hails from Sun Prairie’s Patrick Marsh Middle School	Page 22

Teaming Up To Face the Future Continued from Page 1

Britne Stanke, counselor at Sheboygan Falls Elementary School, plans the conferences, which includes discussion of each student’s talents, work habits and goals, as well as presentation of the student’s first ever “learner resume” of academic work.

“Parents are key members of the TEAM Talk Conference; as such, their involvement is tremendously valued and important,” Stanke says.

At the middle school level, TEAM Talks are held during seventh grade. Patrick Uselding, counselor at Sheboygan Falls Middle School, says the conferences are run by the students who begin preparing for the sessions four to six weeks in advance.

During the sessions, they explain to their parents about the state guidelines for Academic and Career Planning and discuss Career Cruising, an online resource that helps students identify interests and talents and possible careers. Each student has a Career Cruising account and parents are also given an account so they can track their student’s progress.

“The Team Talk is not only a great experience for our seventh graders in preparing and running an informal meeting, but it’s a positive experience for the parent/guardian to witness and be a part of with their child,” Uselding says. “Not only is it exciting to see

some families having one of their first conversations about future plans right in my office, but it’s also a pleasure to see the sense of pride in many parents’/guardians’ faces when they realize that their child is already well on their way to making their future dreams come true!”

Students have TEAM Talks during their freshman and junior years at Sheboygan Falls High School. Counselor Ben Koepsell says the freshman conference is a chance for him to get to know individual students. He talks to them about Career Cruising as well as other resources such as INSPIRE Sheboygan County and various work-based learning opportunities like job shadowing and apprenticeships. During students’ junior years, the TEAM Talks go deeper into specifics of academic and career planning and talk about college applications and the ACT and SAT standardized tests if students are interested in pursuing higher education after graduation. “Overall, I enjoy the TEAM Talks because they allow me to get to know the students and the families that I’m working with and help meet their individual needs,” Koepsell says.

Counselor Janis Jarosch uses freshman TEAM Talks to help students set goals for their academic and career planning explorations. During the junior TEAM Talk, students

assess their progress towards those goals and choose course work and work based learning experiences that will help them reach those goals.

“The mission of TEAM Talks is for each student to make informed decisions for his/her future no matter where his/her path leads,” Jarosch says, adding that parents and guardian are an “extremely important part of the process.”

“I feel these talks are especially valuable to parents if this is their first child through high school because it provides them with the available tools and resources and an opportunity to ask questions,” Jarosch says.

And parents are involved. Mary Lofy Blahnik, the district’s director of instruction, says she is “always impressed with the high percentage of parent turnout at TEAM Talks each school year.”

“I think it speaks highly to the caliber of the time spent with families and the parent interest in supporting students on their learning paths,” she says.

Sheila Wolfington and her ninth grade daughter, Tessa, recently had their TEAM Talk with Koepsell. Wolfington said she appreciated learning about all the resources available to her daughter.

“I learned about the career website and how Tessa can get help learning about

careers and job shadowing opportunities,” Wolfington said. “I feel this helped Tessa learn more about her future schedule as well as other classes she should try while she is in high school.”

Jessica Carpenter recently attended her son Cayden’s freshman TEAM Talk. She says she found it particularly helpful because it gave her insights into what to expect as Cayden progressed through high school.

“I think it was good to give us a good understanding of options and resources that exist,” Carpenter says. “For example, job shadowing — as a parent you don’t really know what options are out there to help your child sort of trying to plan for their future. I also think it’s a good time for the student if they’re struggling in a certain area to talk about it.”

After all, a little teamwork goes a long way.

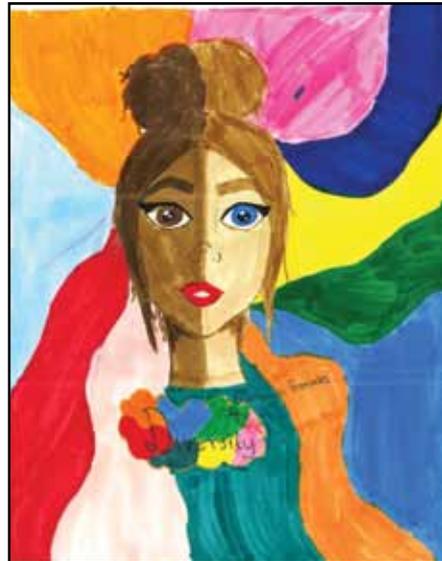
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Meemic Masterpieces: You Gotta Have Art

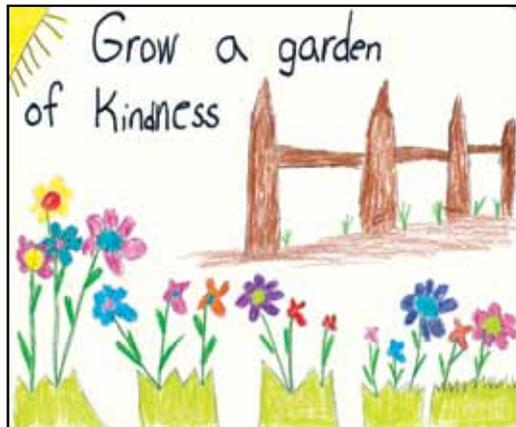
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Our latest round started in January, and there's still plenty of time to enter. Sponsoring Foundation Club Members of winning entries will earn a \$300 art supplies grant for their school. Plus, each winning student artist will receive a Chromebook. This round's themes are Celebrate your Favorite Season, Show Us Your Favorite School Memory and Selfie!

The deadline is March 29. For full details, visit MeemicFoundation.org/Masterpieces.



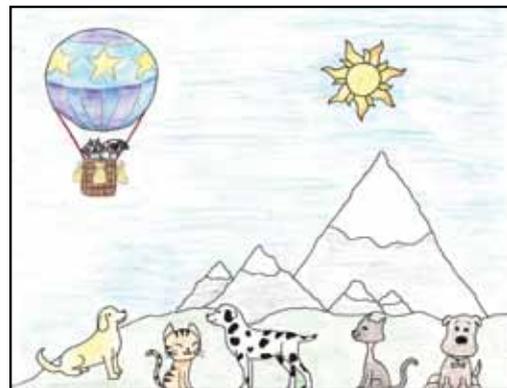
Giamaya, Irving Elementary School, West Allis



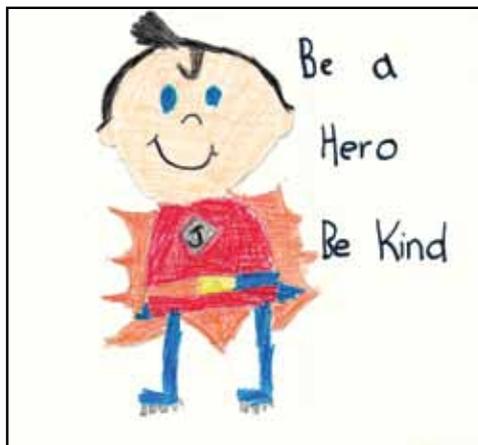
Megan, Stockbridge School, Stockbridge



Lilliana, Lawrence-Lawson Elementary School, Sparta



Olivia, St. Patrick School, Sparta

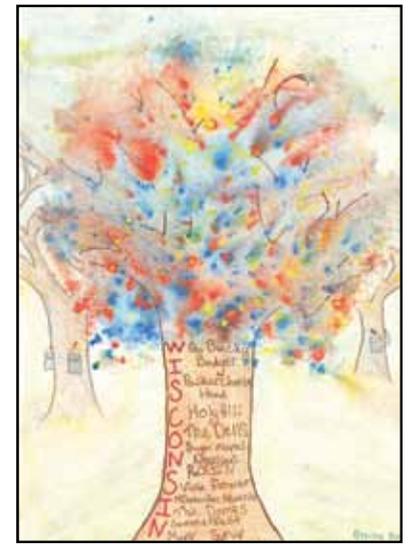


Scott, Stockbridge School, Stockbridge

Here are some of our previous Wisconsin winners



Sarah, Grace Lutheran, Menomonee Falls



Brenna, Neosho Jr. 10, Neosho



Annalise, St. Mary of the Immaculate Conception, Greenville



Elise, Holy Spirit School, Appleton



Noah, Innovations STEM Academy, Sparta



4th Graders Explore Energy Conservation in Robotics Unit



Plymouth School District

Fairview Elementary School fourth-graders have many ideas about saving energy: stop lights that turn on when cars approach, televisions that shut off when no one is watching, showers that have a time limit (and a 30-second override button!).

Thanks to a recent robotics unit called Becoming Innovative Resourceful Designing Students (BIRDS), the students got to develop and demonstrate their ideas.

The initiative benefitted Fairview fourth-graders in Angelina Delgado's and Renee Reimer's classes, with guidance from educational specialist Chris Helmer and media specialist Shelly Taylor. BIRDS is made possible by grants from the Plymouth Education Foundation of \$2,531 in 2017 and \$2,444 in 2018.

Students began building background knowledge in November, with one class completing an electronics unit while the other

learned to do computer coding using Hour of Code resources; then the classes switched topics.

Learning was enhanced by a visit from Mark Feick of Kohler Co., who talked with the students and showed a video of robots in action. Plymouth High School students also visited to discuss computer coding and the creation of mobile apps.

The fourth-graders then got a chance to use Hummingbird Robotics Kits, each of which contains a circuit board, LED lights, motors, and various types of sensors (such as heat, light, motion).

The kits required students to bring together all of their new knowledge about electricity and coding. After Mr. Helmer instructed them on basics such as how the LED lights and sensors work and how to code the programming, students had a chance to experiment – What if we use two lights? What if we add a gear to make something turn?

“The room gets loud because they’re all getting excited, and they want to see what everyone is doing,” Mr. Helmer said.

The students then were ready to tackle their final project: demonstrate a way to conserve natural resources such as electricity, heat or water. Students worked with a partner to do research, make a proposal, secure teacher approval, design the project, build the scenario, and code the computer program.

Each team filmed a video to explain and demonstrate their creations, which they also shared with their families and other Fairview students in a Robotics Fair on Dec. 20.

The benefits of this project — in addition to being “really cool” — include exposure to computer science and coding, problem-solving, reasoning, creativity, teamwork, public speaking, organizing and prioritizing, Mr. Helmer said.

Pillars of Excellence

Increasing the amount of Science, Technology, Engineering and Math (STEM) education at the middle and elementary schools is called for by the Plymouth School District Pillars of Excellence strategic plan for Academic Excellence.

The Board of Education has established four Pillars of Excellence — Academic Excellence, Extracurriculars, Community Engagement, and Financial Responsibility — as key principles that distinguish the district and advance its mission. Each Pillar has a strategic plan that identifies desired Future States and initiatives for the next three years.

The overarching goal of the Academic Excellence Pillar is to guide students as they learn to apply knowledge and skills consistent with the ever-evolving 21st century. The desired Future States are:

- All students are prepared to enter post-high school education in order to find personal success in a global society.
 - All physical learning environments in the district are exemplary.
 - District teachers, teacher leaders, staff and administrators are of the highest quality and deeply committed to our common mission for children.
- To move closer to those Future States, the 2018-19 Academic Excellence strategies include:
- Assess and refine curricula (K-12 & Community) related to FSAC and Garden, Agriculture, Nutrition, Wellness, and Outdoor-based curricula.
 - Maintain and improve ELA writing and publishing district wide — professional publication offered for students. Design and test growth monitoring protocol.
 - Ensure improved reading growth for all students supported by the Continuum — measured and tracked for growth via I-Ready and district assessments.
 - Further steps in Innovation and Entrepreneurial curriculum and skill development across the curriculum. Advertise and market K-12 student achievement in STEM.
 - Implement new arts offerings and refine existing arts offerings.
 - Assess all Cum Laude offerings for need and demand — becoming institution practice.
 - Begin Health Careers Curriculum planning phase.
 - Implement “Bridges” math resources K-6 and “Open Up” resources 6-8.
 - Begin work on approved referendum projects to upgrade and maintain physical learning environments to enable superior curriculum delivery.
 - Assess and improve PJSJ report card and marketing efforts - we will improve ease of access to all resources for all staff. Assess and add recruitment process.
 - Inspire and grow all staff through professional learning i.e. PDC, workshops, graduate classes and master's degree opportunities.
 - Third Masters Cohort completes degree process — all cohorts actively impacting pedagogy and programming district wide.
 - Attract and retain teachers, staff, and administrators leveraging PSD framework, culture, benefits and potential for growth and inspiration. Assess and refine the leadership cohort.

Coding Is Cool in Elementary School



Mukwonago Area School District

To support the growth of our elementary students and expose them to more STEM-related curriculum, the district is implementing a new computer science program districtwide this year. These activi-

ties, part of the Project Lead the Way (PLTW) Launch program, were approved for adoption by the school board in August.

These spiraling coding units are led by the district's library/technology specialists for students in the elementary grades. Students enjoy many benefits of learning computer science and coding principles in elementary school: Coding fosters an understanding of critical thinking and computational skills, plus students are challenged to become creative, collaborative problem solvers as they engage in design tasks with a variety of digital tools.

“The new computer science modules are going to be a great benefit to our students,” said Tiffany Coopman, Rolling Hills library/technology specialist. “It’s exciting to have an engaging, hands-on curriculum that challenges even our young learners to think creatively.”

After Prairie View and Eagleville piloted

the program last year, Christine Perkins, library/technology specialist for both schools, attended additional workshops this summer to become a district trainer. This fall, all elementary library/technology specialists were trained to deliver the program that will prepare students for further STEM curriculum opportunities at Park View Middle School and Mukwonago High School.

Further piloting of elementary STEM curriculum will continue this year with Perkins using the PLTW Launch engineering and robotics curriculum. Current plans are to implement those activities districtwide for the 2019-20 school year.

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Eating and Cooking Local at School

School District of Sheboygan Falls

Cooking and eating local is a top priority for Diana Woodworth and her culinary students at Sheboygan Falls High School. Fortunately, they don't have far to go.

In a unique partnership, Woodworth's students are able to use fresh produce grown in gardens on the school grounds that are maintained by Agriculture teacher Bruce Brunner and his students. Brunner's students grow an assortment of fresh vegetables that Woodworth's students process in class, making food that is used in the school cafeteria and also sold to students, teachers and the community.

"I'm a firm believer in buying local and eating in season," said Woodworth who appreciates this unusual opportunity to have fresh produce so close at hand. "I believe that we can't cook, we can't do anything without the help of our farmers."

Woodworth's students learn about food processing by turning fresh pumpkins and apples into pumpkin and apple butter. They make pickles and salsa out of fresh cucumbers and tomatoes. Her students also use the produce to create baked goods, which are sold in school and at a district craft show.

Her advanced students can choose their own projects and have to track sales and prepare cost analyses as part of their work.

One of her current students decided to make strudel and was so overwhelmed by orders that he had to limit them.

Woodworth's students also plan, prepare and serve at community breakfasts, lunches and dinners. In one recent outing, they prepared and served a hot lunch to their fellow students getting some hands-on experience in construction by helping build a new home for a family through Habitat for Humanity Lakeside. The other Habitat workers enjoyed the stew, potatoes and freshly baked bread, too.

"I found them to be euphoric wonder works of culinary artistry. The very thought of this lunch warms me up!" said Jon Hoffman Construction Manager for Habitat.

Sarah Beckman, executive director of Habitat for Humanity Lakeside, said the organization is delighted to be able to partner with students.

"We get excited about the opportunity to connect students to the idea of community involvement in that they're creating housing solutions for their fellow community members. Whether tech education or culinary students, they are both part of this," she said.

She added that students' involvement not only teaches them the importance of giving back to the community but also introduces them to possible job opportunities.

"It's great to provide a spark for what



career opportunities are available for students after high school," she said.

Woodworth offers culinary classes to 7th and 8th graders to introduce them to the basics of kitchen equipment and vocabulary. Although some of her students have gone on to pursue careers in the field, Woodworth believes her classes can be useful to anyone.

"I think that everyone should know these things because we all eat," she said.

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Riverside Elementary's Student-Led Button Business Empowers Students



D.C. Everest Area School District

In the spring of 2018, Kaylee Wasleske, intellectual disabilities teacher at Riverside Elementary, helped launch the student-led Blue Jay Buttons business. Since its inception, Blue Jay Buttons has distributed about 100 buttons to the Riverside population each month.

"The business was launched to get our students empowered by something they have created while incorporating sensory regula-

tion activities, functional skills and academic work," notes Ms. Wasleske. "Students with disabilities benefit from hands-on tasks that build a variety of real-world skills and it can be difficult to find activities that blend these skills with creating something that can go beyond the classroom." Thus, they chose the production of buttons — which require the students to use their creative skills, think critically, work collaboratively and hone their communication skills while producing a product that appeals to their customers.

Students are involved in every step of the business — designing the buttons, creating templates for the button machine, manually forming the buttons, product quality control, marketing the product, collecting order forms and money, sorting orders and delivery. The business also helps build a connection between peers with and without disabilities. Ultimately, the business — and the challenges and rewards it presents — give students a chance to take pride in their hard work and take ownership of the project from start to finish.

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DCE Junior High Students Secure Business Loan with Strong Entrepreneurial Pitch



D.C. Everest Area School District

Recently, about a dozen students from the D.C. Everest Junior High College and Career Readiness Class met with representatives from a local bank to showcase the success of their fledgling Happy Snacks business in an effort to secure a business loan that would help assist them in continuing the development of their enterprise. Each student took part in the business pitch, settled around a table that was bedecked with samples of their Happy Snacks — fresh popcorn and a custom-made snack mix.

This meeting was the latest in a long string of events that led to the successful establishment of Happy Snacks. Jim Dahlgren, business and IT instructor, notes that the College and Career Readiness Class is designed specifically to help students with intellectual disabilities gain crucial real world skills and discover career opportunities that interest them. “The students are very motivated — not only do they work at Trig’s every Wednesday and Friday during their class period, they’ve now established a success-

ful enterprise that fills a much-needed gap: healthy and inexpensive snacks for students.” The students are assisted by a crew of DCE teachers and staff: Landon Bittner, Amanda Buege, Lynnette Morien, Kari Nuszkiewicz, Josh Schuch and Lisa Wistrom.

Before the enterprise was started, the students held brainstorming sessions, established a budget, researched sanitation guidelines and surveyed students to settle on the name of the business. With everything in place, they then had to pitch the business to Principal McFarlane.

With his approval in hand, the students launched their business — selling the snacks to students, staff and teachers. This stage was a crucial step in securing the market research they needed to prepare for their pitch and answer the questions of the bank representatives concerning costs, sales and profit projections and investment potential.

After the students presented their business pitch to Tracy Engman, Philip Pesanka and Garrent Kornman, the bank representatives asked a number of questions concerning the financials of the organization, its day-to-day handling and projections for the future. The students run every aspect of the business: purchasing materials, popping the

popcorn, creating the snack mix, bagging, taking orders, delivery and accounting. They also are in charge of marketing — creating posters, securing advertising on the TVs in the building, emailing staff and teachers, creating pamphlets and social media posts, and creating ads for morning announcements.

After ably handling the questions, the students were pleased to hear Mr. Pesanka announce that the bank would proudly lend

them \$300 for their enterprise.

The next step for Happy Snacks? A trial offering of beef sticks to examine whether a menu expansion is feasible.

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How to Start an Entrepreneur Summer School Program

Late winter is usually when summer school programs are scheduled and planned. Entrepreneurship has become a popular topic but some of the common questions I often hear are what should I teach, how should I set it up and how do I get started?

Since I have been running youth entrepreneur camps for the past 10 years and have learned some lessons the hard way, I thought I would put together the top 3 items to start out with.

As with any summer school program, planning out the curriculum, schedule, instructors, age of the students and pricing are the first decisions to make. What to include in the curriculum and the timing of the activities is usually the hardest part.

Here are 3 steps to get you on the right path to getting an entrepreneurship summer school program started.

- **Decide on the Content** — You will need to decide what you want the kids to learn during your youth entrepreneur program. Do you want them to start a business while they are learning about entrepreneurship or do you only want an overview and expose them to what an entrepreneur is and the entrepreneurial mindset? Once you make the decisions of the learning objectives, then you can decide if you want to create your own curriculum or use one that already exists.

- **Decide on a Budget** — Do you have money to purchase a curriculum that already exists, or do you need to develop it yourself. The E-seedling Youth Entrepreneur Curriculum has the full curriculum, individual modules and DIY options to fit with any budget. You can check out more info on the More Than a Lemonade Stand curriculum page.

- **Decide on a Schedule** — Do you have 1 hour a day for 4 weeks, or 3 hours a day for 2 weeks, no matter the schedule, it’s important to build the curriculum so that the students are learning about starting a business while they are starting their own business.

These 3 items are a snapshot of the items that will help you start an entrepreneurship summer school program. If you would like help with starting your own youth entrepreneur program; we are here to help. You can complete the Get Started form on the eseedling.com site and we’ll answer your questions.

Julie Ann Wood is an entrepreneur, author, trainer and speaker who has been teaching youth entrepreneurship for the 10 years. You can learn more about Julie and her youth entrepreneur curriculum at:

eseedling.com

Apply for the 2019

Young Entrepreneur of the Year Award

The spirit of our free enterprise system resides in the dreams of our young people. Everyday in Wisconsin there are young people that do what many only dream about. They turn their dream into reality, take a chance on success and have a big impact on the lives of others while doing something they love. Who are they? They are young entrepreneurs.



EY, Junior Achievement and the Wisconsin Department of Public Instruction would like to give recognition to an individual from 5th grade through 12th grade that is making their mark on our free enterprise system by turning a business idea into a reality; an individual who applied the entrepreneurial spirit and demonstrated business knowledge to realize an actual operating business.

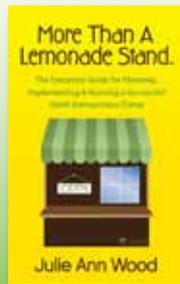
One winner will receive a scholarship or cash prize of \$1,000. Winner will also be recognized at the Wisconsin Business Hall of Fame and Ernst & Young Regional Award Banquet. All finalists will be promoted and shown on the JA of Wisconsin YouTube Channel and the DPI Young Entrepreneur of the Year page.

Applications are due on February 22, 2019. For more information about eligibility and application materials, see the application document.

dpi.wi.gov/entrepreneurship/young-entrepreneur-year



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Website: www.teachbanzai.com

Keys to Financial Success

Keys to Financial Success is a complete course plan for teaching personal finance to high school students. It is composed of 54 lessons designed to help you teach your students personal finance using active and collaborative learning. Keys to Financial Success is offered free of charge to schools and teachers.

Website: www.philadelphiafed.org/education/teachers/resources/keys-to-financial-success

Cybersecurity and Economics: Protecting Your Identity Online

How do you help students practice safe behavior online? In this lesson, students learn the do's and don'ts through the fairy tale of Little Red Riding Hood. After reading an informational text, the students identify some risky online activities and inform Red why these behaviors can be dangerous. After conducting research, the students create a flyer or poster for Red to use with her after school club where they discuss how to stop and think about risky online decisions, before they connect in order to protect their identity online.

Website: <https://www.econedlink.org/?s=Cybersecurity+and+Economics%3A+Protecting+Your+Identity+Online>

FRED and the Federal Budget Interactive Lesson

Students will use a Federal Reserve Economic Data (FRED) data dashboard to calculate budget deficits, surpluses, how much federal budgets in certain budget years added to the total public debt, and gross federal debt as percent of GDP. Using the information they have collected, students will answer questions requiring analysis and inference.

Website: www.econedlink.org/?s=FRED+and+the+Federal+Budget+Interactive+Lesson

BizKid\$

BizKid\$ is a public television series that has a website available to students, teachers and parents to participate in online activities engaging them in money management and business. Highlighted are videos of real kid-entrepreneurs who have implemented this program in their lives. Additional links are provided to encourage kids to seek out other opportunities

to encourage habits of good money management. Games, budgeting worksheets and credit calculators are given as well to have students think about saving and investing.

Website: bizkids.com/show

Building Wealth

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

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

Consumer Jungle

Helping turn high school students into savvy consumers without putting them to sleep.

Website: www.consumerjungle.org

Feed the Pig

Fun interactive website based on savings. Gives tips, challenges, and video links to TV ads.

Website: www.feedthepig.org

Gen i Revolution

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

Website: www.genirevolution.org/

Insurance Education Initiative Educator Resources

Teaches teens and young adults the importance of insurance coverage to further prepare them for life's journey.

Website: insurance.mo.gov/consumers/teens/educators.php

Money Talks

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

Website: moneytalks4teens.ucanr.edu

Money Math: Lessons for Life

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

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

National Endowment for Financial Education

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

Website: www.hsfpp.org

Practical Money Skills for Life

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

Website: www.practicalmoneyskills.com/index.php

Understanding Taxes

Access all the great educational content found in the Understanding Taxes program on the Internet! This online version includes detailed lesson plans, interactive activities, simulations, and more!

Website: apps.irs.gov/app/understanding-Taxes/index.jsp

Wall Street Survivor

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

Website: www.wallstreetsurvivor.com

Money Factory

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

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

History of Money

People started using money as early as 2000 B.C. Track money's use from then until now.

Website: www.wdfi.org/yymm/kids/history/default.asp

From the U.S. Mint:

Lessons

The United States Mint offers free, complete lesson plans for grades K-12. Use coins as a jumping-off point to teach science, social studies, math, and more. You can also request resources through education.outreach@usmint.treas.gov.

Website: www.usmint.gov/learn/educators

Collectors Club

Collecting? Join the club!

Coin collecting is one of the oldest hobbies in the world. People collect coins for many different reasons. Some people collect bullion coins for their value. Some people collect historical coins made hundreds of years ago. Some

people collect foreign coins from trips or coins found by chance, such as lucky pennies.

It's easy to start a coin collection. You can begin with coins you already have on hand or in your piggy bank! You can also join a coin club to meet fellow numismatists by visiting the American Numismatic Association website.

Website: www.usmint.gov/learn/kids/collectors-club#coinmaking

H.I.P. Pocket Change

"Coins are H.I.P. (history in your pocket)" according to the U.S. Mint which offers a website to teach you all about coins and how they have evolved over time.

Website: www.usmint.gov/kids

Games

Play free educational games online and learn more about coins! These fun kids games can be played for individual enrichment or as part of a lesson plan. We add new games often, so check back soon!

Website: www.usmint.gov/learn/kids/games

Word Searches

Can you solve these fun word searches about coins? Check out these PDF files or visit the coin glossary to learn more about these terms.

Website: www.usmint.gov/learn/kids/games/word-search

Coloring Pages

Browse PDF files to print and color your own coins. Choose from:

- H.I.P. Pocket Change Pals
- Circulating Coins
- Native American \$1 Coins
- America the Beautiful Quarters
- 50 State Quarters
- Commemorative Coins

Website: www.usmint.gov/learn/kids/games/coloring-pages

Managing Money:

Money as you grow

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

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

Financial Education Curriculum

Play some interactive games to learn all about money, how to get it and how to manage it.

Website: www.citigroup.com/citi/citizen/community/curriculum/kids.htm

5 Ways to Cut Spending

When you're a teen, cutting spending is not cool, but the FDIC has tips for cutting spending without sacrificing the cool things you want.

Website: www.fdic.gov/consumers/consumer/news/cnsum06/spending.html

In this issue we are featuring more winners and honorable mentions from our annual Middle School and High School "Dream Career" essay contest. More winners and honorable mentions will be featured in the next few issues. All winners and honorable mentions were listed in the Winter 2019, Volume 1 issue. You can access previous issues of Teaching Today WI on our website at: www.teachingtodaywi.com.



Essay Contest MIDDLE SCHOOL WINNER

Zoologist

Mya S.

James Fenimore Cooper School MPS

When I was little, I always adored going to the zoo and observing the different types of animals. As I grew up, I found my perfect job. It was being a Zoologist. Zoologists primarily work with certain types of animals for a living and get rewarded for doing so. They look at species and populations of animals and work with animals out in the field, in captivity or in a laboratory. I would probably prefer to work

with whales or with any varieties of the native canine breed. I admire the concept of doing something I love and getting paid to do it.

A zoologist gets a pretty good amount of money, about \$60,000 to be exact. To become a zoologist I will need to go to two or more years of college so you can get a bachelor's degree in Zoology. I aspire to go for five to seven years to get my Ph.D. in Zoology. It would be best if I volunteered so you to have added experience. Some businesses have internships and support you serve up to a full-on job. Most of the time they don't linger in their office, but they go out and travel to the particular animal's environment. Most zoologists manage up to 40 hours and sometimes more in laboratories and/or conducting an analysis. To convert to expert Zoologist you must be skillful in science, communication, and physical stamina.

My entire life circles around the concept of being a zoologist. It's all I ever wanted since I was a child. Living with my family, always

packed with pets and developing to love them with all my heart. Since I want to be one of the greatest zoologists, I need to study and do astounding in school. Even though they don't gain much fame and fortune as other professions, it's my dream job. Many people usually strive to work in high paying jobs, but end up for something they don't enjoy. That's not what I want! I want to be satisfied with my career, so it doesn't feel like labor, but more

like pleasure. Instead of doing something you despise, you should do something you enjoy. So I will follow my dream and become the greatest zoologist ever known! No matter what everyone else assumes, I insist that



I'll do everything it takes to be number one. Throughout life, I have been informed that it takes lots of discipline and sweat to accomplish your dreams, so I will take that challenge and pursue my dream!



be a special education teacher because kids and adults can be the best student they can be. Take this for example, my best friend Airyn has PKS and her special education teacher is named Mrs. Reeners, Mrs. Reeners is the best! She helped Airyn and I with our math homework, and it was like having a teacher that was a student in your class that helps Airyn or any one that needs a little more help, and helps anyone that is struggling with something.

To be a special education teacher would be my dream job because I like to help kids be their best self and be an excellent student in school. I became interested in this career when I was in the second grade, my best friend Airyn had PKS (Pallister-Killian Mosaic Syndrome) it's a disorder that affects muscle tone and facial features but that makes her more beautiful. Also, my cousin Donovan has ASD (Autism Spectrum Disorder) and that just means that he has difficulty engaging with people or in other words he needs a little more help communicating with his peers around him, but that's what makes Donovan, Donovan!

I am hoping to accomplish making connections with other people and be the most helpful person I can be. One of my goals is to graduate from high school and college and become a special education teacher. I want to accomplish these goals because I want to prove to myself that I can do anything that I put my mind to. Something that I could do with being a special education teacher is to connect with students and other people on my journey to my dream career and, while I'm in the workforce.

I want to become a special education teacher because I like caring for people, and most importantly kids and adults that need a little more help connecting with people. Some of the aspects that I'm most excited about when being a special education teacher is getting to

know more diverse people. Also, another thing that I'm most excited for is to just talk to the people I work with and get to know them. I know I will be successful in this career because, I like talking to people and getting to know more

people, and I always wanted to be some form of a teacher that is not a normal teacher, I want to be a teacher that helps kids and adults with special needs.



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Special Education Teacher

Tatyana L.

Bay View Middle School

Howard-Suamico School District

"Don't judge a book by its cover." Is what people should think of when they see someone that doesn't look like them or talk like them. And it's ok to be different than everyone else, that is what makes that person unique in their own way. I want to be a special education teacher because I want to help kids that have learning disabilities, have special needs, or just need a little more help connecting with people. I want to



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Essay Contest MIDDLE SCHOOL WINNER

Chief Financial Officer

*Brandon Alexander G.
James Fenimore Cooper School MPS*

As I matured, my interests changed. Up until recently, I wasn't sure what I wanted to do with my life, and I bounced from career to career not knowing what job to pursue. Now I know that I want to be a Chief Financial Officer (CFO).

I am quite fond of math. I love the idea of crunching numbers, and my math skills are excellent. When I researched jobs that mainly involve math, the job that stood out to me was a CFO. CFOs must have exceptional financial skills and leadership skills. It sounds interesting to manage many people and do financial work for a business. Also, I like being a leader. In addition, CFOs can make a considerable amount of money!

A CFO is a vice president of a company. A CFO's main job is to manage the company's finances, including financial planning, management of financial record-keeping and financial reporting. That means I will be the top dog in the company for math! CFOs can also

be a Chief Operating Officer (COO). A CFO for Twitter makes 72.8 million dollars a year, which is awesome! Depending on the business conditions and the company's size, CFOs can work 40 hours per week or up to 80 hours per week. This means that a CFO can experience severe stress. It may be a lot of work, but my dream job is awesome! It will feel like I am not doing any work if I direct people and do math all day! I will need an education of at least a bachelor's degree in accounting, finance, economics, or business management. Many CFOs obtain a Master of Business and Administration, Master of Science in Accounting, Master of Public Administration, Master of Accounting for Financial Analysts, or Master of Accounting for Financial Managers. If a CFO has a Masters Degree, the CFO earns twelve percent more than a CFO with a Bachelor's degree. Most CFOs have ten to fifteen years of experience. It takes at least fourteen years to become a CFO, but the payoff is excellent! There will be a six percent increase of CFOs nationwide, which is beneficial for me to become a CFO!

I know for certain that math is my best skill, so being a CFO is the perfect job for me. In addition, I am respected by peers, good at speaking and ambitious. These traits will make me a good boss. I must keep working to get my dream job. Almost all concepts of being a CFO appeal to me. Even if I have to work many hours, math is my passion and calling. When you enjoy what you are doing, it is not really work anyway.



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Computer Programmer

*Noah P.
River Ridge School District*

It's in My Genetic Code to be a Programmer.

Have you ever wondered what it would be like to sit down and figure out how to do something someone asked of you? Have you ever wished you knew how to make a computer do what you command, at any particular moment? Well, I have, in fact, I think about it every day as I lay awake in bed. I am destined to be a computer programmer. I know it may be somewhat difficult, but that's what I want. The reason I want to be a programmer, well, that's simply because it's enjoyable, and I would be lying if I didn't say that it pays well too, but mostly for the simple fun of it. It's also most likely my choice of job because my dad does it, so I already have a lot of experience with it.

Computer programming is a skill that some people, such as myself, acquire not by memorization of each individual aspect, but by simply letting the code flow from their mind, to their fingertips, to the keyboard, and at last to the screen. I would be ecstatic to be employed at Mojang or Microsoft, although to get hired at one of these places I'd have to either have a really good education or be the only one applying. If I get a job at a company, I'd stay there until I'm either offered another job, retired, or fired. I want to work at Microsoft just so I can work

on Minecraft. I've already started to learn how to code in Java well enough to tell the game what action occurs when someone right clicks. I also know how to end statements with a semicolon and use "while loops" and "for loops." I started programming at the tender age of six years old when I was graciously gifted my first computer. The first computer was in horrible shape but it did have the capabilities to code in Java and play Minecraft. Having the power of an entire computer literally at my fingertips was almost overwhelming to me. When I started to make a modification or mod, there was no stopping me, even though I had miniscule experience programming at the time. I watched a few tutorial videos, and I was on my way. Now I have a lot of experience with coding, and it's already something I could do every day, but I do other stuff too. Overall programming is my favorite thing in the world to do in my spare time, especially when I have the opportunity to do it with family and friends.

I definitely know how to code, and although I have much to learn, I'm up for the challenge. I think programming is the perfect job for me. It's what I want, and I will pursue it no matter what. I know it'll be hard, but not impossible. I believe in myself and know I will be successful in achieving my dream.



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CELEBRATING CAREER & TECHNICAL EDUCATION

February is Career & Technical Education Month

How do students benefit from taking Career and Technical Education (CTE) classes?

- Participation in two or three related Career-Tech classes is proven to improve students' likelihood to graduate high school.
- With good planning and dedication, students may complete a postsecondary certificate or credential, or in some cases, an associate degree before graduating high school.
- The focus is on developing a wide range of professional and career-oriented skills that likely differ from skills learned in traditional classes, without requiring students to continue on with similar courses in college.
- Provides opportunities to explore potential careers before investing in a potentially costly educational path in college.
- Exposes students to a wide variety of programs, allowing them to try a trade or a high skill career they might not have considered otherwise.
- Helps students find their career passions and perhaps skills they didn't know they had, in a low-risk, low-commitment setting.
- Allows students to learn in a hands-on, practical environment, which helps them conjure an idea of what that career might really be like.
- Provides new ways for students to interact with their instructors and classmates, since the classes are less likely to be set up like traditional classrooms.
- Prepares students for certain careers right out of high school, or into a focused career program at a technical college, if they choose, without limiting the options available to them overall.
- Builds confidence in students, knowing they have developed valuable skills that can translate into practical career options.



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EXPERT
INSTRUCTORS**

**USE THE
LATEST TOOLS &
TECHNOLOGY**

..... “.....

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

*The \$140,000-a-year welding job: two-year degree and special skills pay off for a young Texan. Hagerty, James R., (January 8, 2015, Wall Street Journal website)
Re-published on www.finance.yahoo.com/news/140-000-welding-job-193900082.html.*

.....



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Essay Contest HIGH SCHOOL WINNER

Child Psychologist

*Grace J.
Luck High School*

I believe that anyone can be and do whatever they put their mind to. Everyone has a dream job and they can follow through with it, only if they put their mind to it. The healthcare industry has a good future in the United States of America. I believe that a psychologist is the perfect job for me for so many reasons. They work in many areas of the society such as business, health, education, and sports. They also use scientific methods and knowledge about human mind and behavior to help deal with problems such as: helping other people overcome depression, stress, trauma, phobias, etc.

In third grade I decided that my dream career was to become a teacher. My dad is a special education teacher so I've heard a lot of stories about that and it sounded interesting to me.

When I got into seventh grade I looked into being a teacher more and I decided

that it wasn't the job for me. I wanted to do something that helped people a little more. I did a career cruising test for school and it said that I should go into the medical field. I looked into that more and decided that it was perfect for me, I just wasn't sure what I exactly wanted to do in the medical field. When ninth grade came along I realized I really loved talking to people about their problems so I thought about that and decided that I wanted to be a psychologist. I'm going to have to work very hard but I'm never going to give up on my dream.

Psychology is the study of behavior and the mind. Cognitive psychology is the one that interests me the most. It's the study of mental processes such as attention, memory, perception, problem-solving, and creativity. I want to help everybody I can but especially children because they are the future. I think every child should be able to talk to someone. I sure wish I did when I was younger.

I had some issues when I was younger. I wasn't exactly treated the best by people I thought were my friends. No one was very nice to me, they always did things without me and would talk behind my back. They even had secret parties without me which made me miserable. Some days I would sit in my room and cry because my "friends" made fun of me or didn't include me in



anything. I really should've went to a psychologist because I could've talk to them and they would've given me advice. Just that extra friend would've helped. I know that I had the opportunity when I was going through those hard times, but I didn't ever consider it because I felt like people would judge me for it.

If I were to become a psychologist I would want to come to schools and talk to

kids about it. It's okay to talk to someone no one should ever feel like people are judging them because of it. In the world right now there aren't a lot of kids that go and talk to psychologists. Child psychologists are needed and that's exactly why I want to be one. I'm definitely going to work hard and try to make my dream job come true.



Essay Contest HIGH SCHOOL HONORABLE MENTION

Graphic Designer

*Annika C.
Fort Atkinson High School*

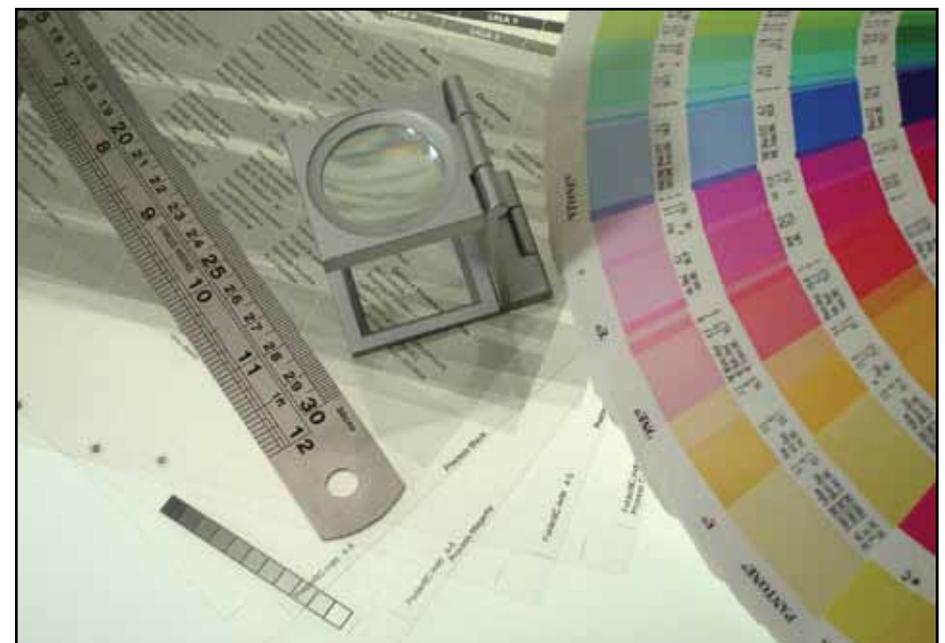
For me creating is not just a want — it is a need. My mom is extremely artistic, and I was raised surrounded by art materials. It is no surprise that I have followed in her footsteps. I am an artist at my core and in this technology-driven age I hope to flourish as a graphic designer.

I became interested in graphic design in particular when I noticed how efficiently I learned when information was formatted neatly or accompanied by images. This personal experience made me curious as to how I could utilize art as a tool to communicate with others. I sometimes struggle building connections with strangers and this was a shining opportunity to try something new. I begin to first work on this technique by applying the art skills I had acquired over the years to my marketing classes. I was also able to take a Multimedia and Webpage Design class that did this seamlessly. The

following summer, I participated in a job shadow at W.W. Grainger, Inc. where I was shown many different avenues a graphic artist may pursue and what a possible day in the field would look like. The woman I shadowed worked for only Grainger but had started out working for many different companies. We discussed the positives and negatives of both and how it is common to start out in the later category. It allows you to be continually innovative which can be tiring but is a great way to develop skills.

To be completely honest, any career involving graphic design would make me ecstatic but my absolute dream would be to become a poster designer. If I am not working on an art piece or reading, I am watching movies. I'm entranced by the plots, characters and cinematography. My favorite movie of all time is Inception and two posters for the movie hang above my bed. I often admire the designs of movie posters; in fact, my sister and I play a game when we see posters at theaters. I will point to one and we both give it a quick review and rating. I tend to give higher scores to more minimalistic designs. They most accurately mirror my own personal art style which makes me feel like I could create them as well.

"A dream doesn't become reality through magic; it takes sweat, determina-



tion and hard work". This quote from Colin Powell is something I hold close to my heart. I am already working towards my goals in high school. I have completed many art courses including, introduction to drawing and printmaking, introduction to digital art and advanced digital art. This year, I will be taking advanced drawing/printmaking and an independent study in digital art. These classes have continually grown my love for

the subject and borne fruits; I have received the honor of displaying my work in the Mary Hoard Art Show each year from 2016 to 2018 and the Cygnus Art Show/Ernie Pope Art Show in years 2012, 2014, 2015, 2017, and 2018. These rewards are not my finish line but instead a sign I am headed in the right direction.



Essay Contest HIGH SCHOOL WINNER

Psychiatrist

Amalia M.
Onalaska High School

My dream career is to be a psychiatrist. I want to pursue this career because of a very personal reason. Over the winter of 2017, my sister developed an eating disorder. It was classified as anorexia athletica, known as an obsession with eating the bare minimum of food in order to “perform” better in sports.

She retreated into herself, left her family and friends alone and confused, and seemed to shrink every day, skin turning pale and yellow, cheek bones protruding and her eyes lost the spark of life. She was slowly destroying herself and there was nothing I could do at all to make her eat something, anything. She starts yelling at my other sisters and I more often, would lock herself in her room to do ab workouts, she was obsessed with becoming fitter, better. But she couldn’t or wouldn’t see that she was breaking herself. My parents tried

everything to help her, calorie-shakes (we referred to them as “hope shakes”), family meetings and hours of talking, crying, begging. It was all seemingly useless, she refused to accept that we were trying to help her. So we finally went to see a therapist.

It first was just solo appointments with her, my mom and the therapist. Apparently it was like a dam had burst, my sister would rage at our mom and dad about how we were trying to “make her obsess”. But it seemed to be helping, they kept meeting every Thursday, and when they came back, it seemed that a weight was lifted off her chest. Little by little, she was coming back.

Eventually, we were allowed to accompany her to a session. I was amazed as soon as we stepped in. The entire office radiated calm, with soft music and a warm, comforting candle scent. The therapist was a soft spoken, but firm woman. She had us share our thoughts and before ten minutes were up I started crying, we all were crying. It felt freeing though, and after many more sessions, our family started mending. We all were healing.

Eventually, we started going less and less, and now, my sister seems almost entirely healed, she is healthy and herself again. This is reason I want to be a psychiatrist. Not to earn a lot of money, be influential or a world changer. I simply want to repay



the woman who helped heal my sister, and help others who are going through the same struggle. I want to be able to help them learn to love themselves, and their bodies again. I am not choosing this career for my own personal gain, but to be able to save others from what my sister went through. I want to be a psychiatrist, specializing in eating disorders, because I have gone through what countless families have gone through, I have seen how hard it is to get through to those afflicted, how useless you feel when all you can do is sit and watch them destroy themselves. It is

such a difficult thing to do, but with the help of a psychiatrist. Families can work forward to heal themselves and the afflicted.

Eating disorders are a disease, and a psychiatrist can help it be cured. That is my passion and my goal in life, to help others and our therapist helped my sister. This is my dream career because I want to be someone who isn’t useless in a time of crisis, someone who can help heal the broken, and give them back their love for themselves.



Essay Contest HIGH SCHOOL HONORABLE MENTION

Journalist

Megan R.
Arrowhead Union High School

“What would you like to be when you grow up?” My mother inquires, her lip piercing with each syllable enunciation.

My eyes scan the room absentmindedly. My clammy hands roll into a fist of anxiety. I despise this question. However, for once in my life, I am sure of what to respond with. “A journalist. I would like to be a journalist.” I speak with a gleaming grin, my fists unraveling as I wipe off the collected moisture onto my dark blue jeans.

Career counselors typically advise one to pursue a career which peaks one’s interests. Writing is a hobby I have been fond of since I learned how to write the alphabet. In kindergarten, I was excelling and surpassing the other children with my promising talent. In fourth grade, my teacher chose me out of twenty children to present a story at a middle school author’s

fair. In eighth grade, I was chief editor of Junior Achievement’s BizTown newspaper. From seven- to seventeen-years old, writing has been my passion.

I remember one spry, brisk December afternoon three years ago when my parents and I wandered Downtown Milwaukee. There was a thin sheet of snow laid upon the ground, each snowflake looking to be carefully handcrafted in a factory. My winter coat had nearly gotten the best of me—its hood and collar blocking my peripheral vision. However, I spun on my heels as I heard a faint jingle bell ring. As my gaze fell upon the Milwaukee Journal Sentinel, I could not help myself but smile. I peered through the window, my heavy breath leaving fog marks on the glass. I saw various editors, journalists, and writers sitting at computers and communicating with each other. That is the exact moment I knew—this is what I want.

“Why would you like to be a journalist?” My mother snaps me back into reality, pulling me from my sweet memory, with a question.

I think, Why wouldn’t I want to be a journalist? Journalists speak their minds. They commit to a topic and write their honest, unfiltered opinion about it. Journalists are free. They have freedom as



to what they can cover in their articles. Journalists collaborate. They have opportunities to integrate their work with the work of others, and they get recognized as a group. Journalists do everything and more.

Journalism may not seem like the ultimate job in America. However, I cannot see myself being any happier than I am when I am writing.

If they say to do what you love, there

is nothing I would rather do.

So, as I stand in front of the Milwaukee Journal Sentinel three years after my initial trip, planning for my future, I know this is where I want my life to take me.

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New Monthly Grant Opportunity from The Meemic Foundation!

We invite you to PopIn2Win! It's The Meemic Foundation's monthly opportunity to quickly be considered for a valuable resource or tool that will enhance your school or classroom learning for your students! It's super-fast and easy. No application to complete. Just login to your Foundation Club account and nominate yourself,* a local school or educator to enter the current month's PopIn2Win classroom enhancement opportunity. That's it! Winners will be announced on the fifth business day of each month at 10 a.m. CST on our social media page and on our website listed below

Website: MeemicFoundation.org/PopInWinners

Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

Deadline: Applications accepted year-round.

Website: saxenafoundation.com

ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Grants up to \$2,500 are awarded.

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

Website: captainplanetfoundation.org/grants/ecotech

Environmental and Science Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources. Local facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted year-round.

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

Toshiba America Grant Program for 6–12 Science and Mathematics Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Successful projects tap into the natural curiosity of students, enable students to frame their own scientific questions, and incorporate the expertise of community partners. Applications must be for project-based learning.

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

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

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

Project Produce: Fruit and Veggie Grants for Schools

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

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

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

Emeril's Culinary Garden and Teaching Kitchen Program

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. Emeril's Culinary Garden and Teaching Kitchen Program partners with qualified elementary and middle schools to inspire appreciation for food

sources and understanding of nutrition and healthy eating, promote life skills, and teach culinary skills.

Deadline: Letters of Interest are accepted year-round.

Website: emeril.org/emerils-culinary-gardens/schools

Let's Move Salad Bars to Schools Grant

K–12 school districts participating in the National School Lunch Program that serve at least 100 reimbursable meals are eligible to receive a six-foot (five-well) salad bar package.

Website: www.saladbars2schools.org

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agriculture, and the environment. Priority is given to arts-in-education programs and community education. Previous grants were used to fund high school community outreach, and projects targeting at-risk youth.

Grants up to \$10,000 are awarded.

Deadline: Applications are accepted year-round.

Website: harrychapinfoundation.org/apply

Arts in Education and Sapling Grants

The Laird Norton Family Foundation offers Arts in Education and Sapling Grants that focus on children, youth, and education. Funding aims to increase and improve pre-kindergarten through grade 12 arts learning in US public schools. Programs that enhance students' educational outcomes and integrate the arts within content areas receive priority.

Deadline: Information forms are accepted year-round.

Website: www.lairdnorton.org

SCA Grants

Sony Corporation of American and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

Deadline: Requests are accepted year-round.

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

Amber Brown Grant

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

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

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

Music Education Grants

The Guitar Center offers grants that support music education projects and programs. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

Deadline: Applications are accepted year-round.

Website: www.guitarcenter.com/pages/corporate-giving

Minigrants for Youth Amateur Radio Groups

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

Deadline: Grant requests are accepted year-round.

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

Japan Foundation Grants

The Japan Foundation's Center for Global Partnership offers Education Grants for projects designed to increase awareness and understanding of Japan in the United States by addressing the needs of students and teachers in kindergarten through grade 12. Funds support teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded.

Deadline: Applications accepted year-round.

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

Junior Board Grants

The Andrew Family Foundation Junior Board seeks to fund public, nonprofit organizations whose purpose is focused on positively impacting the lives of youth. The board aspires to help people enrich their lives by providing opportunities for education in traditional academics and the arts. They also support programs that raise awareness about the importance of living sustainably and in harmony with the environment.

Deadline: Letters of Inquiry are accepted year-round.

Website: online.foundationsource.com/andrew/juniorboard2.htm

Student Contests and Awards

Meemic Masterpieces: You Gotta Have Art

What started as an employee's idea to spruce up the walls at Meemic's headquarters has become one of The Meemic Foundation's most popular grant opportunities. We've had to whittle down thousands of entries to reach the 150 or so that are now framed and hanging in halls, conference rooms and offices throughout our building in Auburn Hills, MI.

Our latest round started in January, and there's still plenty of time to enter. Sponsoring Foundation Club Members of winning entries will earn a \$300 art supplies grant for their school. Plus, each winning student artist will receive a Chromebook. This round's themes are Celebrate your Favorite Season, Show Us Your Favorite School Memory and Selfie!

Deadline: The deadline is March 29. For full details, visit our website listed below.

Website: MeemicFoundation.org/Masterpieces.

World of 7 Billion Student Video Contest

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

Deadline: Entries are due February 28, 2019.

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



InvenTeams

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.

The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm and the American Red Cross. The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system.

Deadline: Entries are due May 1, 2019.

Website: www.projectparadigm.org/rules

American Association of Physics Teachers High School Physics Photo Contest

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

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

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

Mangrove Calendar Art Contest

Children ages 6-16 are invited to participate in the Mangrove Action Project's (MAP) international art contest that aims to promote

appreciation and awareness of mangrove forests and to encourage and listen to the creative voices of children living in mangrove areas.

Deadline: Entries due March 19, 2019.

Website: mangroveactionproject.org/childrens-calendar

Junior Duck Stamp Art Contest

The Junior Duck Stamp Conservation and Design Program is an integrated art and science curriculum developed to teach young people environmental science, habitat conservation and a greater awareness of our nation's natural resources. For the contest, artwork is accepted from K-12 students in public, private and home schools.

Deadline: Entries for most states due March 15, 2019.

Website: www.fws.gov/birds/education/junior-duck-stamp-conservation-program/junior-duck-stamp-contest-information.php

International Interdependence Hexagon Project

The International Interdependence Hexagon Project is a visual arts opportunity for young people aged 4 to 18 worldwide to explore global themes, issues, and ideas in school. The project asks students to create art within the interlinking shape of a hexagon, a metaphor for interconnectedness. Any art form in a variety of media, such as a drawing, painting, collage, print, digital, and relief sculpture, is acceptable as long as it can be displayed on a plasterboard gallery wall or on a pedestal or floor.

Deadline: Entries are due June 30, annually.

Website: hexagonproject.org

Excite Awards recipients receive travel, food, and lodging for one educator to attend EurekaFest.

The initial application is available online each October and due at the beginning of April for grants to be awarded for the following academic year. The initial application for the 2019-2020 school year will be due April 8, 2019.

Website: lemelson.mit.edu/inventeams

WI School Health/WSCC Award

Equitable schools create a learning environment where students are healthy, safe, engaged, supported and challenged! These schools help students achieve their full academic potential as well as supporting them in developing lifelong healthy behaviors. They recognize that what happens in the classroom, gymnasium, cafeteria, at school events, at home, and in the community are interrelated

and can reinforce healthy behaviors. In an effort to improve schools and school systems, the Wisconsin School Health/WSCC Award aims to support collaborative engagement to minimize achievement gaps.

Submit your Application Form to DPI by March 31st.

Website: dpi.wi.gov/sspw/coordinated-school-health/wisconsin-school-health-award

Carbonally Challenge

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

Website: carbonally.com

2019 Saving Endangered Species Youth Art Contest

The Endangered Species Coalition (ESC) is pleased to announce our 2019 Saving Endangered Species Youth Art Contest, which is open to K-12 grade students, including those who are homeschooled or belong to a youth/art program. The contest is an integral part of the 14th annual Endangered Species Day on May 17, 2019. For more background on the contest, including an art lesson plan for teachers and other resources, please visit our website listed below.

Website: www.endangered.org/campaigns/endangered-species-day

Carton 2 Garden Contest

Evergreen Packaging and KidsGardening.org are on the lookout for your creative and sustainable uses for recycled milk and juice cartons in the garden. Public and private PK-12 schools are encouraged to collect, design, and construct garden-related structures made from empty cartons and document their experience.

Deadline: Entries due March 25, 2019.

Website: kidsgardening.org/2018-2019-carton-2-garden-contest

Goddard Prize for Environmental Conservancy

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

Deadline: Applications accepted on a rolling basis.

Website: tinyurl.com/yauvzdfq

NPR Student Podcast Challenge

Here's how it works: You'll produce a podcast, three to 12 minutes long. You don't need a lot of fancy equipment or a studio — you should be able to do this with just a smartphone and a computer, with easily available software. And you don't need to be an expert in radio production: We'll offer lots of help for students and teachers along the way. Start planning now — we opened the contest up to entries from teachers on Jan. 1, 2019, and will close them on March 31. Then, our panel of judges will pick two winners: one from grades five through eight and one from grades nine through 12.

Website: tinyurl.com/y84ujs2w

Wisconsin Among 12 States With More Than 100 New National Board Certified Teachers

Congratulations!

Wisconsin has 102 teachers who achieved five-year certification through the National Board for Professional Teaching Standards this month, putting the state among 12 nationwide with more than 100 new National Board Certified Teachers for 2018.

In addition to those earning new board certification, Wisconsin has 42 teachers who renewed their national accreditation. Those who received national certification before 2017 have a 10-year credential. The National Board for Professional Teaching Standards (NBPTS) ranks Wisconsin 19th among states for the number of teachers with national certification. Overall, Wisconsin records 1,184 teachers with national board certification.

The Department of Public Instruc-

tion's 2019–21 budget request seeks enhanced incentives for NBPTS teachers working in the state's five largest districts. These districts — Milwaukee, Madison, Kenosha, Green Bay, and Racine — educate disproportionate shares of student groups experiencing our largest achievement gaps, making them key partners in closing gaps.

According to the NBPTS, research from across the country over the past decade confirms that students taught by board-certified teachers learn more than students taught by other teachers. The increased learning is estimated to be one to two months of instruction with even greater positive impact for low-income students. Most recently, a 2017 Mississippi State University study shows that, on average, kindergarten and third-grade students with a national board certified reading

teacher perform at a significantly higher level on literacy assessments than their peers.

Nationwide, 3,907 teachers achieved national board certification and another 4,446 board-certified teachers successfully renewed their credential, bringing the total number of board-certified teachers to 122,155. National board certification is a performance-based, peer-reviewed process that requires teachers to demonstrate advanced knowledge, skills, and practice in their subject area through three portfolio entries and a computer-based assessment. The certification process, created by teachers for teachers, is based on the Five Core Propositions and Standards for teaching. Certification is available in 25 areas across 16 subjects and four developmental levels.

The state of Wisconsin offers reimbursement of up to \$2,000 toward the cost for earning



national board certification. Thereafter, public, private, or tribal school teachers who maintain their Wisconsin license and have a rating of effective or highly effective in the applicable Educator Effectiveness System can receive an annual stipend of \$2,500, doubled for those working in high-poverty schools, for each year of teaching with the national credential.

Wisconsin's 2018–19 National Board Certified Teachers

Newly Certified Teachers

Adams-Friendship Area School District

Tammie Alekna, Friendship — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Joel Johnson, Friendship — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Amery School District

Amy Klein, Saint Croix Falls — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Arcadia School District

Emily Instenes — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Beaver Dam Unified School District

Sarah Grey — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Stacey Hardesty, Mayville — *Generalist/Early Childhood*

Beloit School District

Dawn Lemirand-Poepping — *English Language Arts/Adolescence and Young Adulthood*

Cedarburg - First Immanuel Lutheran School

Kaethe Grabenhofer — *Music/Early and Middle Childhood*

Chippewa Falls Area School District

Molly Malone — *Music/Early Adolescence through Young Adulthood*

D C Everest Area School District

Kevin Podeweltz, Kronenwetter — *Generalist/Middle Childhood*

Eau Claire Area School District

Amanda Dohms — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Mariah Halling — *Generalist/Early Childhood*

Erin Peters — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Lindsay Rudebusch — *Music/Early and Middle Childhood*

Continued on Page 19

National Board for Professional Teaching Standards Five Core Propositions

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

For more information go to
www.nbpts.org/national-board-certification

DSEPS
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MAY 2019–2020

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uwec.ly/dseps1

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Eau Claire

Wisconsin's New National Board Certified Teachers Continued from Page 18

Elmbrook School District

Ellen Linnihan, Brookfield — *English Language Arts/Adolescence and Young Adulthood*

Evansville Community School District

Christine Humberg — *Generalist/Early Childhood*

Galesville-Ettrick-Trempealeau School District

Amy Schaefer, Melrose — *Generalist/Early Childhood*

Gibraltar Area School District

Andrew Holdmann, Fish Creek — *Social Studies-History/Adolescence and Young Adulthood*

Green Bay Area Public School District

Barbara Borre — *Generalist/Early Childhood*
Emily Drain — *Generalist/Early Childhood*
Amy Kline — *Library Media/Early Childhood through Young Adulthood*

Greendale School District

Natalie Cook, Hales Corners — *English Language Arts/Adolescence and Young Adulthood*

Hayward - Lac Courte Oreilles Ojibwa School

Tammy Moncel — *Science/Early Adolescence*

Holmen School District

AnnMarie Dahl, Onalaska — *Generalist/Middle Childhood*
Tracy Dobkoski — *English Language Arts/Early Adolescence*
Erica Kohlmeyer Zenke, La Crescent, Minn. — *School Counseling/Early Childhood through Young Adulthood*
Diana Stratton — *Science/Early Adolescence*

Howards Grove School District

Sarah Hill, Sheboygan — *English Language Arts/Adolescence and Young Adulthood*

Jefferson School District

Sarah Schnuelle, Palmyra — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Kaukauna Area School District

Samantha Schmalzer, Appleton — *Generalist/Early Childhood*
Jodi St. Aubin, Little Chute — *Generalist/Middle Childhood*
Stephanie Streck, Sherwood — *Generalist/Middle Childhood*

Kettle Moraine School District

Angelique Byrne, Waukesha — *Art/Early Adolescence through Young Adulthood*
Teresa Catania, Waukesha — *Music/Early Adolescence through Young Adulthood*
Abigail Kean, Delafield — *Social Studies-History/Adolescence and Young Adulthood*
Nathaniel Weiss, Waukesha — *Music/Early Adolescence through Young Adulthood*

Kickapoo Area School District

Erica Gretebeck, Westby — *Generalist/Early Childhood*
Andrew Lipski, Westby — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Kimberly Area School District

Megan Berger, Appleton — *Health Education/Early Adolescence through Young Adulthood*
Martin O'Donnell, Appleton — *Music/Early Adolescence through Young Adulthood*

Madison Metropolitan School District

Andrea Dinndorf — *English as a New Language/Early and Middle Childhood*
Shaleen Eubanks — *English as a New Language/Early and Middle Childhood*
Mary Ann Feutz — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Karly Frisch — *Mathematics/Adolescence and Young Adulthood*
Britt Kloehn, Oregon — *Generalist/Middle Childhood*

Marinette School District

Susan Peterson — *English Language Arts/Early Adolescence*

Medford Area Public School District

Christina Laduron — *Generalist/Early Childhood*

Menomonee Falls School District

Corynn Nordstrom — *Music/Early and Middle Childhood*

Milwaukee Public Schools

Jill Boeck — *School Counseling/Early Childhood through Young Adulthood*
Katherine Bontempo — *English as a New Language/Early and Middle Childhood*
Matthew Harmon — *Mathematics/Adolescence and Young Adulthood*
Anita Harrison — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*
James Klein, New Berlin — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Continued on Page 20

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Wisconsin's New National Board Certified Teachers Continued from Page 19

David Walker — *Social Studies-History/Adolescence and Young Adulthood*

Monroe School District

Mathew Anderson — *Music/Early Adolescence through Young Adulthood*

Mount Horeb Area School District

Molly Bilsle, Barneveld — *English Language Arts/Adolescence and Young Adulthood*

New Glarus School District

Kari Hedeman — *Generalist/Early Childhood*

Lexa Speth — *Social Studies-History/Early Adolescence*

Josie Wieser — *Generalist/Early Childhood*

New Richmond School District

Erin Baillargeon, Somerset — *Science/Early Adolescence*

Northern Ozaukee School District

Eric Meinnert, Fredonia — *Science/Adolescence and Young Adulthood*

Oconto Falls School District

Constance Rauterkus — *Science/Adolescence and Young Adulthood*

Onalaska School District

Shanon Rodenberg, Bangor — *Generalist/Middle Childhood*

Oneida - Oneida Nation High School

Melissa Sanders, Suamico — *School Counseling/Early Childhood through Young Adulthood*

Oregon School District

Andrew Faulkner, Madison — *Physical Education/Early Adolescence through Young Adulthood*

Oshkosh Area School District

Nan Cottrell — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Margo Goff, Fond du Lac — *English as a New Language/Early Adolescence through Young Adulthood*

Sara McKittrick, Omro — *Mathematics/Early Adolescence*

Owen-Withee School District

Kathryn Hatlestad — *Generalist/Early Childhood*

Racine Unified School District

Holly Baukin, Wauwatosa — *Science/Early Adolescence*

Christine Molitor, Mount Pleasant — *Generalist/Middle Childhood*

Jessica Narlow, Muskego — *Mathematics/Adolescence and Young Adulthood*

Randolph School District

Thomas Plahuta — *Social Studies-History/Adolescence and Young Adulthood*

Reedsburg School District

Rachel Burkel — *Generalist/Middle Childhood*

Brenda Erdman — *Physical Education/Early and Middle Childhood*

Brenda Williams — *English Language Arts/Adolescence and Young Adulthood*

Rice Lake Area School District

Clarice Baumgartner, Cumberland — *Social Studies-History/Adolescence and Young Adulthood*

Sauk-Prairie School District

Heather Sternitzky, De Forest — *Science/Early Adolescence*

Somerset School District

Cory Lindenberg — *English Language Arts/Adolescence and Young Adulthood*

Spooner Area School District

Virginia Elsen — *World Languages/Early Adolescence through Young Adulthood*

Stevens Point Area Public School District

Ann Marchant — *English as a New Language/Early Adolescence through Young Adulthood*

Sun Prairie Area School District

Joanne Kilen — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Superior School District

Jasmine Haroldson — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Cariann Kinn — *Generalist/Early Childhood*

Robert Smith, Duluth, Minn. — *Social Studies-History/Adolescence and Young Adulthood*

Verona Area School District

Carla Bonsignore, Mount Horeb — *English Language Arts/Early Adolescence*

Lindsay Herb — *Generalist/Early Childhood*

Diana Lehnert, New Glarus — *Career and Technical Education/Early Adolescence through Young Adulthood*

Jessica Reed, Madison — *Generalist/Early Childhood*

Continued on Page 21

Become a School Administrator

UW-River Falls has been preparing teachers as school administrators for more than 20 years. With a 75% job placement rate, you will be ready to begin your career as a Wisconsin principal or curriculum director within two years.

Apply now for Summer 2019.
go.uwrf.edu/principal

"The program was worthwhile and rigorous. The projects revolved around skills and content that were all incredibly relevant to move into a position of a school leader."

Taryl Graetz
River Falls High School
Administrator, 2015 Principal
Licensure graduate

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5 FIVE CRITICAL TIMES TO REVIEW YOUR INSURANCE

Make sure your insurance is keeping up with your life!

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

At renewal. Find the right balance between cost and protection. Make sure you are getting discounts you qualify for. Evaluate the need for flood or umbrella insurance.

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

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

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

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

Source: Insurance Information Institute

Ready to review? Member Benefits offers free personal insurance consultations to review your coverage and answer your questions. Call 1-800-279-4030 or set up a personal consult at weabenefits.com/consults.

1-800-279-4030

weabenefits.com



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

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“It is by a thorough knowledge of the whole subject that people are enabled to judge correctly of the past and to give a proper direction to the future.”

— James Monroe

Wisconsin's New National Board Certified Teachers Continued from Page 20

Waupun Area School District

Leigh Kohlmann, Oakfield — *Science/Early Adolescence*

Wausau School District

Elayna Clark — *Social Studies-History/Adolescence and Young Adulthood*
Patricia Zemke, Schofield — *Health Education/Early Adolescence through Young Adulthood*

Wauwatosa School District

Michael Hayden — *Music/Early Adolescence through Young Adulthood*
Michael Walhovd, Burlington — *Mathematics/Adolescence and Young Adulthood*

West Bend School District

Sarah Braatz — *Generalist/Middle Childhood*
Jennifer Feiter — *Generalist/Middle Childhood*

Whitefish Bay School District

Samantha Cruz — *Music/Early and Middle Childhood*

Whitewater Unified School District

Laura Grochowski, Mukwonago — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*
Michael Tamblin, Fort Atkinson — *Mathematics/Adolescence and Young Adulthood*
Anthony Tautges — *Science/Adolescence and Young Adulthood*

Wisconsin Rapids School District

Jean Robinson — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Wisconsin Dells School District

Teri Nelson — *English Language Arts/Early Adolescence*
Source — *Wisconsin DPI, Press Release*

NBCT Recertified Teachers

Well Done!

Maintenance of Certification

If an NBCT was certified in 2017 or later, their National Board Certification was awarded for five years. To maintain their certification, the NBCT will be required to demonstrate their knowledge, skills, and impact every five years.

This maintenance of certification policy is designed to ensure Board-certified teachers are continuing to grow professionally while maintaining a strong impact on student learning. It reflects the National Board's effort to make certification efficient for all teachers, so it can become the norm in the profession.

www.nbpts.org/national-board-certification

Eau Claire Area School District

Catherine Anderson — *Science/Early Adolescence*
Nicholas Sirek — *Generalist/Middle Childhood*

Fond du Lac School District

M Gillian Arbuckle King — *Science/Early Adolescence*

Franklin Public School District

Mary Fassbender — *Science/Early Adolescence*

Michelle Koenig — *Mathematics/Early Adolescence*

Erin Krase-Minchk — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Cheryl Miracle — *Music/Early Adolescence through Young Adulthood*

Kimberly Trendel — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Green Bay Area Public School District

Jennifer Secor — *Generalist/Early Childhood*

Hartford Union High School District

Lisa Bendall — *Mathematics/Adolescence and Young Adulthood*

Hortonville School District

Jennifer Koenecke — *Generalist/Middle Childhood*

Kimberly Area School District

Stacy Shrode — *Mathematics/Adolescence and Young Adulthood*

Madison Metropolitan School District

Jami Collins — *Generalist/Early Childhood*
Andrew Kuemmel — *Mathematics/Adolescence and Young Adulthood*

Continued on Page 22



2018–19 Global Educator of the Year Hails from Sun Prairie's Patrick Marsh Middle School



A middle school reading specialist, Sandra Kowalczyk, will receive the 2018–19 Wisconsin Global Educator of the Year award in a brief ceremony Jan. 16 during the Patrick Marsh Middle School all staff meeting in Sun Prairie.

State Superintendent Carolyn Stanford Taylor will present the award, commending Kowalczyk for her work to bring an international perspective to her classrooms and community. “Developing global competence

takes time. Sandra captures and sustains middle school students’ attention through global literature and face-to-face opportunities to learn from people of other cultural backgrounds,” said Stanford Taylor. “She is generous with her time, sharing successful practices with fellow educators here and across the world.”

Fellow teachers, parents, colleagues, friends, or students can nominate a teacher for the Wisconsin Global Educator of the Year

Award, which recognizes those who provide high-quality learning opportunities for students and make exemplary contributions to the profession as it relates to global education. In addition to her classroom use of literature to awaken social justice and cultural experiences, Kowalczyk brings international guests to the classroom and school community and facilitates the Go Global Club, an afterschool opportunity for students. A parent who supported her nomination noted that Ms. K prepares students to have the cultural curiosity, understanding, and skills needed to be a young global citizen.

Kowalczyk graduated from Wild Rose High School and traveled to the former Soviet Union at age 17. Since catching the travel-learning bug, she has visited five continents, gaining experiences and insights to share with her students. Her professional commitment to global education brings artists and authors into her classes and community. She builds relationships with schools abroad and shares her work through state, regional, national, and international education events.

To qualify as the Wisconsin Global Educator of the Year, a teacher must cultivate students’ global awareness, promote growth of

global competencies, model and engage colleagues in best practices for global learning, and employ innovative approaches to building global knowledge and skills. The Wisconsin Global Educator of the Year is selected from among nominees by the State Superintendent’s International Education Council. The recognition includes a \$1,000 honorarium from Madison area Rotary Clubs.

Kowalczyk is a former Wisconsin Middle Level Teacher of the Year and serves on the Wisconsin Teacher of the Year Council. She received the Association for Middle Level Education 2018 Educator of the Year Award at the association’s conference last October. She earned National Board for Professional Teaching Standards certification in 2009 in Literacy: Reading-Language Arts/Early and Middle Childhood.

Source – Wisconsin DPI, Press Release

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NBCT Recertified Teachers Continued from Page 21



Kellie Miller — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Manitowoc Public School District

Lisa Bodwin — *English Language Arts/Early Adolescence*

Menomonie Area School District

Michele Huppert — *Science/Adolescence and Young Adulthood*

Milwaukee Public Schools

Dana Acamovic — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Emily Cherone — *Generalist/Early Childhood*

Karen Rehorst Porras — *Generalist/Middle Childhood*

Mary Silva — *Generalist/Middle Childhood*

Mineral Point School District

Rachael Schroeder — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Mukwonago Area School District

Alison Wierzbicki — *Science/Adolescence and Young Adulthood*

Muskego-Norway School District

Patricia Hintz — *Generalist/Early Childhood*

Oconomowoc Area School District

Tina Heinecke-Kurtz — *Science/Early Adolescence*

Platteville School District

Ann Kroncke — *Science/Adolescence and Young Adulthood*

Maureen Vorwald — *Physical Education/Early Adolescence through Young Adulthood*

River Falls School District

Molly Coughlin — *Mathematics/Adolescence and Young Adulthood*

Kimberly Serene — *Mathematics/Adolescence and Young Adulthood*

Rosholt School District

Sarah Lima — *Mathematics/Early Adolescence*

Sheboygan Area School District

Christine Ahrens — *Generalist/Middle Childhood*

Jay Johnson — *Social Studies-History/Adolescence and Young Adulthood*

Rebecca Letter — *Social Studies-History/Adolescence and Young Adulthood*

Therese Urben — *Generalist/Middle Childhood*

Slinger School District

Kathryn Steedman — *Music/Early and Middle Childhood*

Sun Prairie Area School District

Jessica Edwards — *Literacy: Reading-Language Arts/Early and Middle Childhood*

Verona Area School District

Andrew Kruger — *Mathematics/Adolescence and Young Adulthood*

Jason Strauss — *Science/Adolescence and Young Adulthood*

Waunakee Community School District

Thomas Grunder — *Exceptional Needs Specialist/Early Childhood through Young Adulthood*

Ellen Grunder — *World Languages Other Than English/Early Adolescence through Young Adulthood*

Whitefish Bay School District

Rachel Grove — *Generalist/Early Childhood*

Whitewater Unified School District

Paul Majors — *Career and Technical Education/Early Adolescence through Young Adulthood*

Source – Wisconsin DPI, Press Release



February 21-22, 2019

Transition Conference 2019: Continuing the Pathways to Brighter Futures!

Kalahari Resort and Convention Center, Wisconsin Dells, WI

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

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

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

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

Cinda Johnson, Ph.D. is an associate professor and director of the graduate Special Education program at Seattle University. Dr. Johnson is the principal investigator for the Center for **Change in Transition Services**. She is a national leader in the area of transition from high school to post-high for young people with disabilities. She has a particular interest and passion for supporting children, adolescents and young people with mental health conditions to assure that they are provided the best opportunity to be successful after leaving high school. She is the co-author of *Perfect Chaos: A Daughter's Journey with Bipolar, A Mother's Struggle to Save Her* (St. Martin's Press. 2012).

Mark your Calendars for the 2019

October 14 - 15

Special Education Conference at the Kalahari Resort and Conference Center

Featuring Keynote Speaker **Shelley Moore** on October 14th - Originally from Edmonton, and now based in Vancouver, British Columbia, Shelley Moore is a highly sought after teacher, researcher, speaker and storyteller and has worked with school districts and community organizations throughout both Canada and the United States. Her research and work has been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum and teacher professional development. Her first book entitled, "One Without the Other" was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in Special Education at the University of Alberta, her masters at Simon Fraser University, and is currently a SSHRC funded PhD candidate at the University of British Columbia.

On October 15th Featured Speaker **Tasha Schuh**. Tasha Schuh is an inspiration and hope for all who face life's greatest challenges. Tasha's life changed dramatically when she was 16 years old; she was in a theater accident that left her paralyzed from the chest down. Today she has accomplished more than she could have ever dreamed. She has been the winner of numerous awards including The National Rehabilitation Champion Award and The Hometown Hero Award. In addition to authoring the books *My Last Step Backward* and *My Next Move Forward*.

Additionally on October 15th we will again be partnering with DPI for workshops targeted to teachers at all levels of experiences. Watch our webpage and DPI updates for more information in the coming months.



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Education Events

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Featured Speaker

Anthony Ianni



Cinda Johnson



Shelley Moore



Tasha Schuh



October 14-15, 2019

Featuring Keynote Speaker Shelley Moore.

Author of best selling book, *One Without the Other: Stories of unity through diversity and inclusion.*

Questions?

Contact Amy Schlieve
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715-986-2020, Ext. 2122

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