

Jurassic World Comes to Life in Third Grade



Clinton Elementary School

It was hot in the rainforest of third grade Clinton Elementary School Teacher, Ross Niquet's classroom as students in his and Teresa Pickarts' classrooms entered the doors of "Jurassic World." Niquet found a way to make learning in the last days of the school

year fun and exciting by creating a fantasy experience for every student that culminated a year of collaboration with Pickarts to bring project based learning to their classes.

Niquet stated, "The end of the year is hard for kids. They

are ready for a break, it is warm, and learning suffers. I wanted to make the end of the year exciting and hands-on for my class. With the new movie, 'Jurassic World' coming out I took the opportunity to take my childhood love for

'Jurassic Park' and turn it into a learning experience of a lifetime."

The classroom was the realization of six months of planning and hard work. There was a working volcano, six-foot T-Rex, waterfalls, jeep, excavation site, science center, and reading area that focused on student engagement and learning that aligns with ELA (English Language Arts) and

Math common core standards, next generation science standards, and state of Wisconsin social studies standards in geography and economics.

Niquet explained, "The trick was to find a way for kids to learn without realizing they

were learning, and that would align with common core standards authentically. Mrs. Pickarts and I have moved to project based learning in science and math intervention/enrichment this year and this was an extension of our

work together." He continued, "Each day in 'Jurassic World' students were challenged with a STEM (Science, Technology Educa-

Each day, I saw students making connections, applying the standards, working in teams, problem solving, starting over and persisting. The kids were so excited and their energy and enthusiasm was amazing. It is what learning is all about.

Continued on Page 21

Introducing Whitnall's PLEx

Whitnall School District

Teaching and learning, the way many people know them from their own experiences, have changed drastically over the years.

No longer does a teacher stand up in front of the room, lecturing and feverishly scribbling notes on a blackboard as students do the same in their notebooks while sitting in desks neatly arranged in rows. Gone are the days of all students receiving the same handful of lessons each and every day regardless of their ability or level of comprehension.

And as changes are introduced to the educational landscape, the Whitnall School District continues to keep up with — or in some cases, stay ahead of — them.

Students and teachers at all levels are regularly using smartboards and other technologies such as tablets and laptops in order to customize learning for more students. And now, the Whitnall School District is excited to introduce PLEx, or a Personalized Learning Experience, which will be piloted at both Edgerton and Hales Corners Elementary schools during the 2015-16 school year.

A PLEx community, comprised of



65-75 multi-age students and three teachers, spends the day in adjoining classrooms combined into one learning space. PLEx classrooms will combine first-, second-, and third-graders, who will learn at a pace determined individually, based upon students' needs, preferences, and in collaboration with classroom teachers.

"If your first-grader can read at a third-grade level, or understands math concepts that a child two years older is working on, why not give that student every opportunity to push herself or himself beyond the level of classmates who might be learning at a different pace?"

PLEx students deepen their understandings through inquiry-based learning, goal-setting, and identifying their own learner profiles— how each learns best. Reading, writing, and thinking skills are developed through exploration, research, and problem-solving. The learning community relies heavily on 21st

century skills.

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Educator: 4 ed-tech trends taking off in the classroom

There are four education-technology teaching trends likely to shape lessons as the new school year begins, according to Kerry Gallagher, a technology integration specialist at a one-to-one iPad school.

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Ideas to teach students to give self-feedback

Educator Bill Ferriter in this blog post describes an assignment to teach students to critique their own work, rather than rely only on teacher feedback.

Kohl Teacher Fellowship Program

Beginning in 2015 the Foundation increased its Fellowship awards to 100 Wisconsin teachers to \$3,000, and each Kohl Fellowship recipient's school will receive a matching \$3,000 grant.



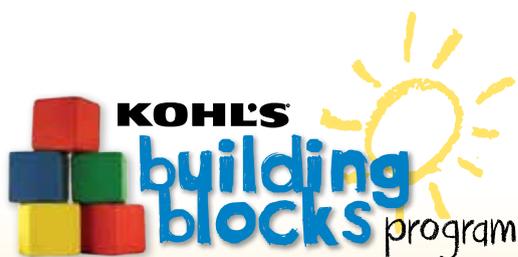
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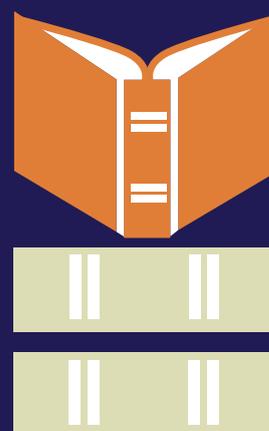
- Classrooms
- Summer/after-school programs
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For more information:
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PenfieldBuildingBlocks.org/outreach



The Herb Kohl Teacher Fellowship



The Herb Kohl Teacher Fellowship program recognizes and supports teaching excellence and innovation in PK-12 Wisconsin teachers. Nominations accepted until 9/25/15 for 2016 grants of \$3000 to recipients and their schools.

www.kohleducation.org/teachers

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Kohl Teacher Fellowship Program

The Kohl Teacher Fellowship program recognizes and supports teaching excellence and innovation in the State of Wisconsin. Beginning in 2015 the Foundation increased its Fellowship awards to 100 Wisconsin teachers to \$3,000, and each Kohl Fellowship recipient's school will receive a matching \$3,000 grant. Recipients' professional accomplishments are celebrated at a recognition luncheon in the spring.

Deadline: Nominations accepted until 9/25/15 for 2016

Website: www.kohleducation.org/teachers/

CHS Foundation Mini-grants

The CHS Foundation is committed to investing in the future of rural America, agriculture, and cooperative business through education and leadership development. The CHS Foundation grants up to \$1,000 to innovative academic and leadership programs that strengthen student learning and enhance professional development.

Deadline: Applications accepted year-round.

Website: www.chsinc.com/stewardship/leadership-development#minigrants

School Garden Grant Program

The School Garden Grant Program is a collaboration between the Whole Kids Foundation and FoodCorps. A school garden is a vital educational tool because every seed planted sprouts a new opportunity for youth to cultivate healthful eating habits.

Grants of \$2,000 are awarded.

Deadline: Applications are due Oct. 31, 2015.

Website: wholekidsfoundation.org/garden-grants.php

Captain Planet Foundation Grants

The foundation's mission is to promote and support high-quality educational programs that enable children and youth to understand and appreciate our world through learning experiences that engage them in active, hands-on projects to improve the environment.

Grants ranging from \$500 to \$2,500 are awarded.

Deadline: Applications are due January 31 and September 30, annually.

Website: captainplanetfoundation.org/apply-for-grants/

Environmental 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.

Deadline: Applications are accepted and reviewed year-round.

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

Environmental Curricula Grants

The mission of the Melinda Gray Ardia Environmental Foundation is to support educators in the development, implementation, and field-testing of environmental curricula. The foundation hopes to see integration of field activities and classroom teaching, while incorporating basic ecological principles and problem-solving. Grants up to \$1,500 are awarded.

Deadline: Preproposals are due September 13, 2015. Invited proposals are due September 28, 2015.

Website: mgaef.org/grants.htm

Journalism Fund

The mission of the Scripps Howard Foundation is to advance a free press through support of excellence in journalism, quality journalism education, and professional development.

Deadline: Requests are due April 15 and October 15, annually.

Website: foundation.scripps.com/programs/grantguidelines.html

Japan Foundation's Center for Global Partnership Grants

Grants may fund support of teacher training, curriculum development, and community outreach efforts. The program has generally funded projects such as lecture series about Japanese culture and society, and teacher workshops on how to teach Japanese culture and society. Grants up to \$5,000 are awarded.

Deadline: Grant applications are accepted year-round.

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

Ray Charles Foundation Grants

Specific program categories include education, hearing disorders, and culture and the arts. Priority is given to requests for programs that enhance the educational services for underserved and disadvantaged youth at varying academic levels.

Deadline: Applications are accepted May 1 through September 30, annually.

Website: www.theraycharlesfoundation.org/RCF_GrantQualifications.html

Grants for Grades K-5

The Toshiba America Foundation offers grants to elementary-level teachers for projects that focus on improving science and mathematics education and technology. The goal is

to provide teachers with additional funding to support innovative ideas for hands-on classroom projects. Grants up to \$1,000 are awarded.

Deadline: Online applications are due October 1, annually.

Website: www.toshiba.com/taf/k5.jsp

Air Force Junior ROTC Grants

Funds may be used for any aerospace education related activity from purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base, or other aerospace facility. Grants up to \$250 are awarded.

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

Website: www.afa.org/AFA/InformationForTeachers/K12Grants/AirForceJunior-ROTCGrant

Instrumental Music Grants

The Fender Music Foundation awards instruments and equipment to eligible music instruction programs that are part of US public schools or qualified nonprofit organizations. The instruments and equipment are lightly used, blemished, or otherwise imperfect and have been collected from manufacturers and retailers.

Deadline: Applications are accepted year-round.

Website: www.fendermusicfoundation.org/grants/grants-info



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Restorative Circles Help Solve Classroom-Wide Behavior Patterns

MADISON METROPOLITAN
SCHOOL DISTRICT

Madison Metropolitan School District staff

Last fall, a veteran teacher at East High School came to Rob Mueller-Owens for help. In his twenty-five years of teaching, this instructor had never had such a hard time with classroom management.

He asked Mueller-Owens, East's Positive Behavior Support (PBS) Coach, for assistance in improving the culture of his classroom. As the school's resident expert in restorative practices, he suggested a problem-solving circle.

The next day Mueller-Owens visited the class, had students arrange their chairs in a circle and started the conversation with a few warm-up questions to practice the structured-dialog process and build community. Then he posed two questions, the same two he asks at all problem-solving circles.

"One, what do you need for this class-

room to be the kind of environment where you can be the most productive and effective learner possible?" The students took turns offering ideas, and one jotted notes on a whiteboard.

"Two, what are you willing to commit to doing to making those things happen?" Commitments were added to the whiteboard and a photo of it was emailed to the teacher, who was also participating in the circle.

Toward the end of first semester, the instructor found Mueller-Owens and said to him, "Rob, I can't believe it. It's totally different. We haven't had

a single behavior issue since September."

It's not an uncommon phenomenon at East. Students usually own up to their behavior in circles, Mueller-Owens says, whether they've been texting in class or not getting there on time.

Mueller-Owens once heard from a student who, behaviorally, "can go from zero to a hundred in the blink of an eye." In the circle she revealed her background, "her story," he says. Having that deeper understanding of her behavior completely changed the way he reacts. Now, if an outburst occurs, his first instinct isn't to remove her from class. "I just want to give her a hug."

In turn, a teacher who modifies the seating arrangement, for example, based on student feedback or is open to other suggestions from students "can change culture of the classroom."



Rob Mueller-Owens, East High School's Positive Behavior Support (PBS) Coach

Circles support behavior education

In the 2014-15 school year alone, East High School has held 51 classroom problem-solving circles involving 922 students. (Mueller-Owens also leads community-building circles, as reported in an earlier article.) Much like the district's Behavior Education Plan (BEP), circles operate on the belief that with feedback on behavioral choices, kids can make positive changes to their behavior.

Circles "really support the BEP," Mueller-Owens says. At East, their effect is palpable. More and more, "Teachers are experiencing the positive impact of circles" and asking to be trained as facilitators, or "circle-keepers."

Getting kids to dress for gym class

At the very beginning of second semester, another teacher approached Mueller-Owens

for help. Students were increasingly refusing to dress for Physical Education and participate in class.

It was becoming a real problem for freshmen, and for seniors who need these credits to graduate. (After seven non-participation days, students fail the class.)

With help from Teacher Leader and Social Worker Lonna Stoltzfus, Mueller-Owens visited a ninth grade PE class and organized two concentric circles.

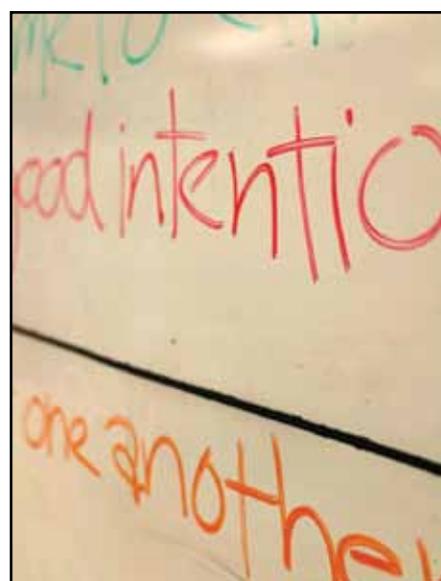
"The intent was to get at why kids don't participate and further explain the policy," he says. After hearing what they had to say, staff and students agreed on an amendment to the seven-strikes policy.

Now, if a student gets to day three or four, he explains, "they can participate in a circle to unpack what's behind the non-participation. If they do that in a genuine manner, they get back one of those days. We've only had to do one."

Mueller-Owens says the dramatic results didn't surprise him. "When kids feel a sense of agency, they buy into it."

Understanding one another's stories through circles

Perhaps what's most salient about circles are their ability to get people to empathize with one another. Mueller-Owens once heard from a student who, behaviorally, "can go from zero to a hundred in the blink of an eye." In the circle she revealed her background, "her story," he says. Having that deeper understanding of her behavior completely changed the way he reacts. Now, if an outburst occurs, his first instinct isn't to remove her from class. "I just want to give her a hug."



Students were asked: "What do you need for this classroom to be the kind of environment where you can be the most productive and effective learner possible?" The students took turns offering ideas, and one jotted notes on a whiteboard. Commitments were added to the whiteboard and a photo of it was emailed to the teacher, who was also participating in the circle.

Frontload the "Soft Skills" for a Successful School Year

Stacy Eslick, WSCA Executive Director

Back to school is filled with many emotions including excitement, worry, and happiness for our students. As you are busy preparing your classrooms it is important to note that, "The single best childhood predictor of adult adaptation is not IQ, not school grades, and not classroom behavior but, rather the adequacy with which the child gets along with other children." (W.W. Hartup, www.ChildrensHope.net, 2007).

With this in mind, what plans have you put in place to "front load" building relationships in your classroom community? With all the requirements for instructional minutes and assessments having the time to help students get along with peers and develop friendships is often lost. Teachers are extremely creative and have been able to incorporate teaching "soft skills" into academic lessons so it does not seem to be yet an additional add on to your school day. How can you partner with your colleagues to do this work together?

If your school has implemented PBIS (Positive Behavioral Interventions and

Supports) seek out your internal coach for classroom resources and consider joining the PBIS Committee to increase school wide behavior systems. If you have students that need more support than what you can provide in your classroom, talk to your school counselor to see if there are any friendship/lunch bunch groups or ways to for students to get involved in extracurricular activities.

Below are just a few resources to begin "front loading" your classroom community.

- ▶ www.wisconsinpbisnetwork.org/educators.html
- ▶ www.pbisworld.com/tier-1/teach-social-skills/
- ▶ do2learn.com/SocialSkills/overview.htm
- ▶ www.originsonline.org/developmental-designs

Sources Cited: MacLeod, Jean (2007).

Children's Hope International, www.childrenshopeint.org/Print_Newsletter/Fall_07.pdf

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THINK WELL — November 17 — Managing stress and developing strategies for success are crucial to creating a life that is full of inner peace and happiness. We will help you identify negative behaviors and show you positive changes you can make immediately. *"When you change the way you look at things, the things you look at change"* — Dr. Wayne Dyer
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Students in Richland Center are Moving More & Learning More

Richland School District

Last fall, Sara Richie, Health Educator at Richland

County Health and Human Services, met with staff from all three public and private Richland Center elementary schools to discuss ways they could add physical activity to their classroom.

One of those who decided to work with Richie was Jefferson Elementary 5th grade teacher Shelley Schroeder. Schroeder decided to start using an activity called JAM or Just A Minute where students carry out an exercise movement or dance for the length of a song. Initially, Schroeder scheduled JAMs when students were losing focus but students quickly started to self-advocate and told Ms. Schroeder when they needed a physical activity break.

By devoting around 10 minutes each day to physical activity, Schroeder has found that students have an easier time paying attention in their schoolwork. She has also found that a JAM break before a test has significantly reduced the test anxiety for several of her students. "Regular physical activity helps our students concentrate

in the classroom. It also helps to provide a relaxed and comfortable environment conducive to student learning," said Mark Olson, Principal at Doudna Elementary School.

Other teachers in Richland Center use different activities for their classroom such as the video-based Adventures to Fitness and "Scoot!" where students move from desk to desk answering quick written questions at each desk. A collection of different activities can be found at the Core 4+ Active Schools website at www.WIActiveSchools.org.

The health benefits of those short breaks add up. Physical activity minutes in the classroom add to the minutes of physical activity students get in their physical education classes, during recess, at before and after school activities and out in the



Those 10 classroom minutes help students reach the goal of 60 daily minutes of physical activity. In just the second semester of this year alone, Richland schools have added 7490 minutes of physical activity minutes by implementing Active Classroom strategies.

community. Those 10 classroom minutes help students reach the goal of 60 daily minutes of physical activity. In just the second semester of this year alone, Richland schools have added 7490 minutes of physical activity minutes by implementing Active Classroom strategies.

Next year, Principal Olson plans to help students establish positive life-long healthy habits by partnering Active Schools strategies with activities promoting locally-grown nutritious foods. However, he credits Sara Richie and the funding support from Transform WI for helping bring physical activity to classrooms in Richland Center.

Ms. Schroeder's 5th grade class shares why they like JAM

"It's hard to sit still all morning so it's

To find resources on Active Classrooms, or to learn about other Active Schools strategies, check out the Core 4+ Active Schools website.

www.activeschoolswi.org

JAM provides free wellness tools for schools.

JAM resources offer simple, fun, energetic fitness routines and healthier living tips that people of all ages and abilities can confidently participate in and use.

www.jamschoolprogram.com

nice to have time when I can move as much as I want." — Delaney

"When we take tests, it's easier for me to concentrate after a JAM and it takes the nervous feeling away." — Kaliska

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Mean Salary (U.S., 2012) \$67,930

Nurse Practitioner (NP)

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Mean Salary (U.S., 2012) \$91,450



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Master of Science in Nursing
Mean Salary (U.S., 2012) \$91,070

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Mean Salary (U.S., 2012) \$154,390

Source: www.bls.gov/

West Middleton students try wheelchair basketball



Perry Hibner
Middleton-Cross Plains Area School District
Communications Director-Education Foundation Executive Director

Approximately 40 students who participated in the eight-week Exercise to Achievement after-school program at West Middleton had a real treat on Monday, May 11.

Damian Buchman, a disabled athlete who participates in wheelchair basketball, brought more than 20 child-sized wheelchairs. After a 20-minute presentation, the students took turns playing wheelchair basketball and tag.

"Almost any sport you can think of is adaptive," Buchman said.

The Exercise to Achievement program was open to third- and fourth-grade students on a first-come, first-served basis, said Kellie Collins, a physical therapist at West Middleton who helped coordinate the program. Younger siblings of participants were also invited.

"When I first started coaching the program, I knew I wanted to incorporate lessons into each unit about individuals with disabilities," Collins said. "I have been showing the children pictures and videos of different adaptive sports, and we have had discussions about what themes like courage, judgement, perseverance, respect, and kind-

ness mean in the context of interacting with people with disabilities.

"It occurred to me that it would be really exciting if we could bring in some athletes who participate in adaptive sports, so the children could have a first-hand experience and positive interactions with these people."

In addition to Buchman, John Mezydlo who suffered a spinal cord injury in a diving accident in college and now plays wheelchair rugby, recently met with the students. Buchman also brought along two teen-agers and a 30-year-old who play wheelchair basketball for the Mad City Badgers.

"I think the presentations the children saw over the past week were powerful and made long-lasting impressions," Collins said.

Buchman, 36, is also the founder of The Ability Center, which is in development and when finished will be a universally designed athletic and recreational facility for those with disabilities but inclusive of the able-bodied public.

Over the past two decades, he has had 30 surgeries for bone cancer. He was also featured as an Every Day Hero in Men's Health Magazine in 2013.

Buchman told the students about 60 percent of wheelchair athletes don't feel like they have opportunities to play sports and the

only team sport for them is wheelchair basketball. He said the wheelchairs cost \$2,000 to \$4,000.

He also explained that not everyone who plays wheelchair sports is confined to a wheelchair. Athletes are rated from a 1 to a 4.5 based on the amount of feeling they have. A 30-year-old who came with Buchman is a 1 because he has no feeling from his upper waist down, while Buchman, who is able to walk, is a 4.5.

"There are opportunities, but it's all about persevering," said Buchman, who started playing wheelchair basketball four years ago.

Collins said the participants thoroughly enjoyed playing wheelchair basketball and tag.

"I heard shouts of excitement, with kids exclaiming, 'This is awesome' and another student telling me she had the 'best day of practice,'" Collins said.

Collins said the students made hand-written thank you cards for both speakers.

"It was wonderful to read things like, 'You are my hero,' along with describing our speakers as inspirational, influential, and entertaining," she said. "We've also gotten some great feedback from parents, echoing what we have observed about the positive experiences, long-lasting impressions, and importance of exposure to people with abilities of all kinds."

She was particularly impressed with Mezydlo's message. He emphasized that

despite physical differences, people with disabilities are no different than their able-bodied peers, sharing the same feelings, hopes, and dreams for their lives. He also shared video of his wheelchair rugby team, talked about adaptive sports, and held a Q-and-A session where the kids got to ask questions about his life with mobility through a wheelchair.

"The kids were so enthusiastic and inquisitive, they were even asking for his autograph afterwards," she said.

Collins said research shows that knowledge about, and positive interactions with, people with disabilities can create positive attitudes, particularly when children are between 7 to 9 years old because their attitudes about people with disabilities are flexible at this age.

"It really felt like a vision achieved to watch our able-bodied students participating in wheelchair sports and immensely enjoying it," Collins said. "I can't imagine any child walking away from this experience not being changed for the better and seeing their peers in wheelchairs in a new light."

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Igniting an Interest in Game Programming at Kimberly High School



Nicole Noonan
Kimberly Area School
District

“This will help students to have a real world project that is something they are truly interested in. This could also inspire students to learn more about programming and choose a career that involves programming or game design.” With these simple words, computer science teacher Matt Hoh sparked the interest of donors to support his fundraising campaign to purchase equipment to teach Kimberly High School students video game programming.

Kimberly High School prides itself on finding exciting and engaging ways to encourage students to explore STEM (Science, Technology, Engineering and Math). Last school year, computer science teacher Matt Hoh had an idea, he wanted to show students that learning computer programming is accessible and enjoyable. He knew that with the right equipment, he could teach video game programming. His online fundraising campaign to purchase an Xbox One and the necessary accessories to teach high school students video game programming was supported by several donors.

“The goal is to provide real world learning applications which interest students and



that promote their learning and understanding of technology,” said Hoh. “In this instance, the Xbox One is a tool that many students enjoy outside of school. With the Project Spark game program students are able to create their own games for the Xbox One.”

He introduced the programming tools and taught students logic and math in a fun way. Through the class, students developed soft skills like collaboration and team work that will benefit them in any career they pursue after high school. “The game has very complex coding elements, but given the right direction and teachings, the game can be very enjoyable,”

noted Tyler Hodkiewicz, a recent graduate of Kimberly High School.

Students started by designing a level to play their game, they can choose from pre-populated scenes or start from scratch and build their own maps, which entails designing terrain such as placing and manipulating objects in the program like trees and scenery objects. From there, students add characters, enemies and interactive objects to their world.

Once these elements are added, they used the graphic based programming environment to create custom behaviors, actions, events and responses to other objects, players and timers.

“When we started to create our own world, it was confusing at first, but when we got the hang of the coding we made very simple things,” said Cameron Rohde, also a recent

graduate of KHS. “We eventually created a fight scene where different teams would attack others until the other team was defeated. We added multiple characters with multiple effects, like talking to each other, or even just saying ‘Fight!’ It was a cool experience to be involved in during Game Creation.” The students used logic and programming to make their fictional world interactive and create their unique story-lines. As independent learners, they were able to run with their creativity while honing their problem solving skills along the way.

In addition to the class time where students used the programming resources, Kimberly High School has an extended learning time once a week, which allowed students to get caught up in classroom material and do work with school clubs. “Students are able to take what they learn in my class home where they can continue to create games and improve their skills

The goal is to provide real world learning applications which interest students and that promote their learning and understanding of technology, . . . In this instance, the Xbox One is a tool that many students enjoy outside of school. With the Project Spark game program students are able to create their own games for the Xbox One.

using their own Xbox One,” said Hoh. These projects help students learn problem solving, collaboration, real world applications and programming skills. All skills that are very important in today’s world. “This has helped me introduce program-

ming in a fun and exciting way to students,” Hoh added, “overall, these resources have made a major impact on my students and classroom.”

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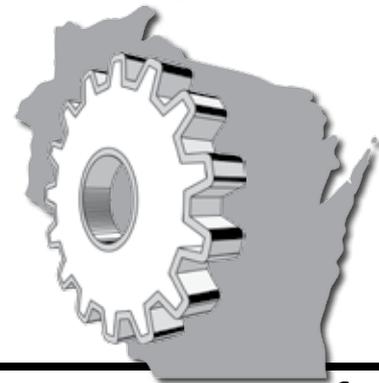
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High School National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle school and high school students that tests knowledge in all areas of science and mathematics. All teams first compete in regional competitions, and the regional championship teams then compete at the national event.

Regional competition dates vary. See the website for specific dates. The national competition will take place April 28 through May 2, 2016.

Website: science.energy.gov/wdts/nsb/

Siemens Competition in Math, Science & Technology

The Siemens Competition seeks to promote excellence by encouraging students to undertake individual or team research projects. It fosters intensive research that improves students’ understanding of the value of scientific study and informs their consideration of future careers in these disciplines. Students may compete as an individual or as a member of a team.

Scholarships for winning projects range from \$1,000 to \$100,000. National finalists receive an expense-paid trip, with a chaperone, to Washington, D.C.

All competition materials are due September 22, 2015 at 11:59 p.m. (EST). Individuals or teams entering a research project in the competition must register online prior to the deadline date.

Website: siemenscompetition.discoveryeducation.com/

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Presidential Teaching Award Winners

Corey Andreasen, mathematics teacher at Sheboygan North High School, and **Scott Hertting**, science teacher at Neenah High School are Wisconsin's recipients of Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST).

Each receives \$10,000 from the National Science Foundation, a citation signed by The President, and the chance to attend educational and recognition activities in Washington, D.C.

Corey Andreasen

Sheboygan, WI – Mathematics



"When my friend, a past awardee, convinced me to apply for this award, he said, 'You don't do it for yourself; you do it for the profession. It gives you a forum to have your voice heard.' That is what this award means to me. It means my

voice will be heard when I advocate for students and for changes in how we teach them. I will join my fellow awardees, working for a high quality mathematics education for all students."

Corey Andreasen has been teaching math-

ematics for 21 years. Seventeen of those have been at North High School in Sheboygan, WI. He teaches freshmen through seniors in Advanced Placement Statistics, Transition to College Mathematics, and Math Literacy, an intervention class for struggling students. He is certified to teach mathematics in grades seven to 12.

Corey is a leader in the mathematics and statistics education communities nationwide. He has consulted recently on two AP statistics textbooks and written supplemental classroom materials for statistics teachers. Furthermore, Corey facilitates and co-facilitates workshops for mathematics teachers on a variety of topics, including Common Core workshops on modeling with probability and statistics. He has also served on the Board of Directors of the Wisconsin Mathematics Council and on committees at the state and national levels.

Building meaningful relationships with students is one of Corey's strengths as a teacher. He finds this aspect of teaching to be joyful and rewarding, and observes that it also gives students the greatest motivation and opportunity to succeed.

www.sheboygan.k12.wi.us
(920) 459-3600

Scott Hertting

Neenah, WI – Science



"The Presidential Award is an unbelievable honor and very humbling. To me, this award means I have an opportunity to publicly acknowledge and thank my colleagues, mentors, students, and family for helping me grow into the

educator I have become. I have an opportunity to remind my students to find and do something they are passionate about. In doing so, not only are your efforts intrinsically rewarding, but recognition for your hard work might come in a way you never imagined."

Scott Hertting has been teaching since 1991, spending the last 22 years in the Neenah High School science department. He teaches General and Advanced Physics, and Advanced Physics Concepts to juniors and seniors.

Scott's courses are engaging and challenging. He engages students by using the Modeling Method, which allows them to experimentally develop the models used to explain phenomena.

He challenges them with activities such as "Stunt Barbie," where students gather data needed to drop a marble from a height into a moving toy car. Scott authored an article about the activity that appeared in the *Physics Teacher*.

Scott is also the contact and meeting facilitator for the Phox Valley Share Group which meets five times a year to provide opportunities for physics and physical science teachers in the surrounding communities to share ideas and lessons. Scott has also presented sessions at four different Wisconsin Society of Science Teachers (WSST) annual conferences. He has been a member of the WSST Awards and Recognition Committee since 2007.

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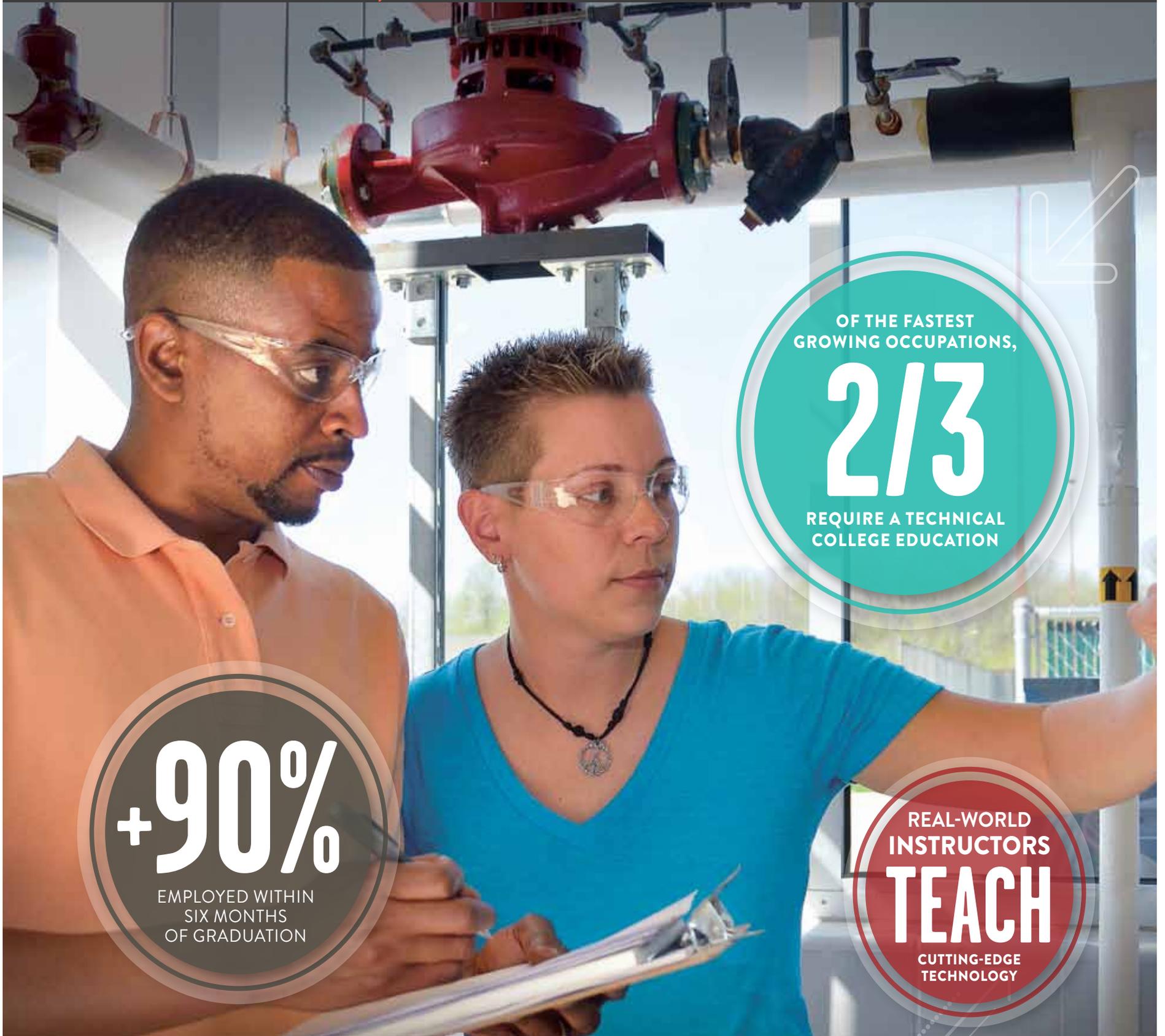


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Student Contests & Awards

Get to Know Art Contest

This annual Art contest is open to US Residents ages 19 and under and runs until November 1, 2015. Get outside and observe your wild neighbors in their natural environment; make sketches, have a photo/video shoot in the best possible setting, get wild inspiration for your poetry or music.

Website: www.get-to-know.org/contest/us/

Save the Frogs! Art Contest

Save the Frogs, a nonprofit organization dedicated to amphibian conservation, invites you to create cool artwork that features frogs and says SAVE THE FROGS! or savethefrogs.com (or both) somewhere on it.

Anyone can enter. Save the Frogs encourages students and teachers to get their art classes involved. Amateur and professional artists and graphic designers also may take part. The grand prize winner receives \$100.

Deadline: Entries due October 1, 2015.

Website: www.savethefrogs.com/art/index.html

National Geographic Kid's Photo Contest

The National Geographic International Photography Contest is accepting photos from kids between the ages of 6 and 14. Use photography as an excuse to explore nature! The categories are Amazing Animals, Dare to Explore, Weird but True, and Wild Vacation.

Deadline: Entries must be uploaded or post-marked by October 15, 2015.

Website: kids.nationalgeographic.com/content/kids/en_US/explore/contests/international-photography-contest-rules/

eCYBERMISSION

eCYBERMISSION is a web-based science, technology, engineering, and mathematics (STEM) competition free for students in grades 6 through 9 where teams can compete for state, regional, and national awards while working to solve problems in their communities.

Deadline: Team registration deadline is December of 2015.

Website: www.ecybermission.com/HowToCompete

JFK Profile in Courage Essay Contest

The contest challenges students to identify an example of political courage on the part of a US elected official at the local, state, or national level during or since 1956, and then analyze what made the person's decision and actions a "profile in courage."

Deadline: Essays are accepted beginning September 1, 2015 and entries must be received online or postmarked by January 5, 2016.

Website: www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest.aspx

College Board Award for Excellence and Innovation in the Arts

The College Board presents an annual award to public and private schools serving students in grades 6 through 12 that have implemented an arts program that promotes student learning and creativity in exemplary and innovative ways.

Three schools (one school from each category) will receive \$5,000 each, with one school named national winner to receive an additional \$2,500.

Deadline: All applications are due in April, annually.

Website: artsaward.collegeboard.org/award.php

Green Thumb Challenge

The organizations are calling on schools and youth groups to submit chronicles of

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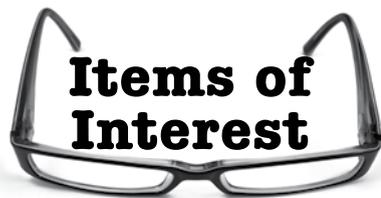
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Recycle-Bowl: K-12 School Recycling Competition

Registration is now open for the Recycle-Bowl competition for all elementary, middle and high schools. The competition will be held October 19 to November 15, 2015. The school in each state that collects the most recyclable material per capita will win \$1,000.

Deadline: Register by October 13, 2015.

Website: recycle-bowl.org/

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their garden projects in a race to win a cash prize. The award is designed to support the continued sustainability of an exceptional youth garden program that has demonstrated success, and has impacted the lives of children and their communities.

Grants of \$250 are awarded.
Deadline: Applications are due September 30, 2015.

Website: www.greeneducationfoundation.org/greenthumbchallengesub/greenthumb-challenge-winners.html

4th Grade Class Creates PB&J Sandwich Company



Brillion Elementary School STEM

Mrs. Kittel's 4th grade class looked more like a manufacturing company this past week than it did an elementary classroom. During a Science, Technology, Engineering, and Mathematics (STEM) unit, students developed a production company to produce peanut butter and jelly sandwiches. This project was the culmination of a unit on Industrial and Manufacturing Engineering.

During this unit, students read a children's book on manufacturing, studied Henry

Ford and the assembly line, created an assembly line to make file folders, and did research presentations on local manufacturing companies.

As students gained a general understanding of manufacturing, they began designing their own production company. Their goal was to produce PB&J sandwiches to donate to Paul's Pantry in Green Bay. Students first custom made the sandwiches, then took statistics on the quality, and then began refining the process. Students created a flow process

chart to map the value stream, purchased more effective tooling such as spatulas for spreading peanut butter and pizza cutters for cutting the sandwiches, and rearranged the facility to balance the line and create a more efficient flow. Concepts covered included Lean manufacturing principles, Kaizen events, quality control, Kanban, time motion studies, etc.

Once students refined their process they were open for business. Students invited approximately 20 area manufacturing leaders to come and observe the company. Students presented to the leaders on their company design and manufacturing process. The adults, however, were in for a surprise: the students then trained the visitors on a process and put them to work! Dressed in aprons, gloves, and hairnets, the students and visitors produced approximately 100 PB&J sandwiches for Paul's Pantry. A future goal is to make this a yearly project and invite other community members and manufacturing companies to participate.

In regards to working with the adults, one student said, "It was cool to show them how we do things. I thought it felt cool when we were presenting when the people said they were amazed kids could do that. It made me feel good."

I felt some of the most exciting things about this project were the skills developed

that will help students in all aspects of their learning," said Cheryl Kittel, 4th Grade Teacher at Brillion Elementary. "The obvious learning that occurred was about the manufacturing process and how to use lean principles to be as productive as possible. Some of the other valuable things I saw were students' confidence being enhanced, their ability to present in front of both classmates and adults, and their willingness to communicate with people they were just recently introduced to. These incidental lessons will give them confidence to try new things in all of their learning experiences throughout their entire lives."

If you would like to know more about this project or other STEM initiatives, please contact fourth grade teacher Cheryl Kittel at ckittel@brillionsd.org or STEM teacher Steve Meyer at smeyer@brillionsd.org

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More details regarding our scheduled and forthcoming programs, and additional references, are available on our internet links.

Please feel free to contact us. We would be happy to discuss your particular interests and requirements.

www.economicswisconsin.org

Aldo Leopold School Serves the Green Bay Community



Andrew Eisch
Green Bay Area Public School District

This past spring, Aldo Leopold Community School in Green Bay held its second annual "Aldo Day of Service" in an effort to help the Green Bay community and to educate students on the importance of community service.

Aldo Leopold, a community school that educates students 4k-8th grade, had over 500 students participate in the day of service, building upon its first day of service that was initiated last year.

One aspect of the school that sets Aldo apart are its core values: Act responsibly, Live respectfully, Do your best, and Operate safely, the school calls this the A.L.D.O. Way.

"The day of service is the 'Aldo Way' in action," said Kate Sterckx, Dean of Students at Aldo. "Going out into the community and giving back allows us to act upon our core principles. It's important that we empower our students to feel the satisfaction that giving to others brings and to help them start thinking beyond our school walls."

The school is named after the late American author, scientist and ecologist, Aldo Leopold, and is built upon the principle that students are allowed to discover and explore their place in the world.

The day of service began with a kick off ceremony that included student speeches, a speech by the mayor and an opening by the Color Guard.

Seventh grade students from Aldo worked with a Wisconsin organization, the Old Glory Honor Flight, which provides trips for World War II and Korean War veterans to view their memorial in Washington D.C. Every seventh grade student wrote a letter to a veteran who will attend the trip, sharing their respect and admiration for the veteran's service. During the opening ceremony, the seventh grade students passed along their letters to the United State Post Office to deliver the letters. The veterans will have a chance to read the letters written by Aldo students during their trip.

During the day of service, eighth grade students traveled to Green Bay's Bay Beach Wildlife Sanctuary, where students lived up to the legacy of Leopold's environmentalist background. The students volunteered their time removing invasive species of weeds to improve the Wildlife Sanctuary's environment.

While seventh and eighth grade students were out and about in the community, other Aldo students served in a variety of different activities:

- Third and fourth grade students divided into groups to assist at the Odd Fellow Rebekah home, the Aging and Disabilities Resource Center, Paul's Pantry, and several students created art projects for the residents of the local McCormick assisted living home.
- The 4k class searched the Aldo campus for litter, and learned the importance of properly

disposing of trash.

- The kindergarten class decorated "Meals on Wheels" bags that are home-delivered to individuals in need.
- First and second grade classes wrote letters to Aldo neighbors, which include local businesses, that partner with Aldo.
- In an effort to clean up local parks, fifth and sixth grade students traveled to nearby Joanne's Park to pick up litter from the trails. The fifth grade class also made Sting Cancer cards to raise awareness for the local Sting Cancer initiative taken by several Green Bay schools. Sting Cancer is a group of passionate and committed students and staff dedicated to reducing the effects of cancer by initiating and supporting programs and activities for the local community.

The annual day of service highlights the student's direct impact on the community, but equally as important, it gives students the motivation to become future leaders of tomorrow, as Aldo Leopold would want.

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Auer Avenue students complete crafts for animals at Wisconsin Humane Society



Milwaukee Public Schools

Thirteen first through fifth grade students from Auer Avenue School learned about empathy through a service-learning experience as part of Global Youth Service Day in April.

By creating toys, blankets and beds

for the animals at the Wisconsin Humane Society, students learned about positive self-management behaviors, including impulse control, self-discipline and active listening.

Students researched the needs of animals in shelters and set goals of each creating at least one item for an animal at the shelter. They were able to create and deliver their projects in person, thanks to funding from a grant through Youth Service America and State Farm.

“It was so inspiring to see the students show compassion and kindness towards animals, work together towards a common goal, and increase self-discipline as they created something they put their hearts into for another living thing,” said school psychologist Heather Polensky.

“When they got the chance to see the animals at the shelter that would benefit from their projects, you could see their eyes light up and it solidified the decision to foster learning through a service project,” said Polensky. “This will not be the last service learning project I facilitate.”

Auer Avenue educators say that the students were excellent listeners and were

respectful of each other throughout the service-learning experience. For many of the students, it was their first service-learning experience and their first field trip of the year.

“I love helping animals,” said fourth grade student Elliaunte. “I liked being able to give things to the shelter that they might have not been able to afford for all the animals. I was proud that I made the blanket for the animals.”

“I really liked the project because it felt good to take my time and finish a project to help the animals,” added fifth grader Tyrone. “I felt really good about myself.”

Helen, a fifth grade student, says she learned how to make toys and felt happy when she brought them to the animals at the



shelter. “I loved that I could do what I am good at and braid a toy for the animals that need toys to play with.”

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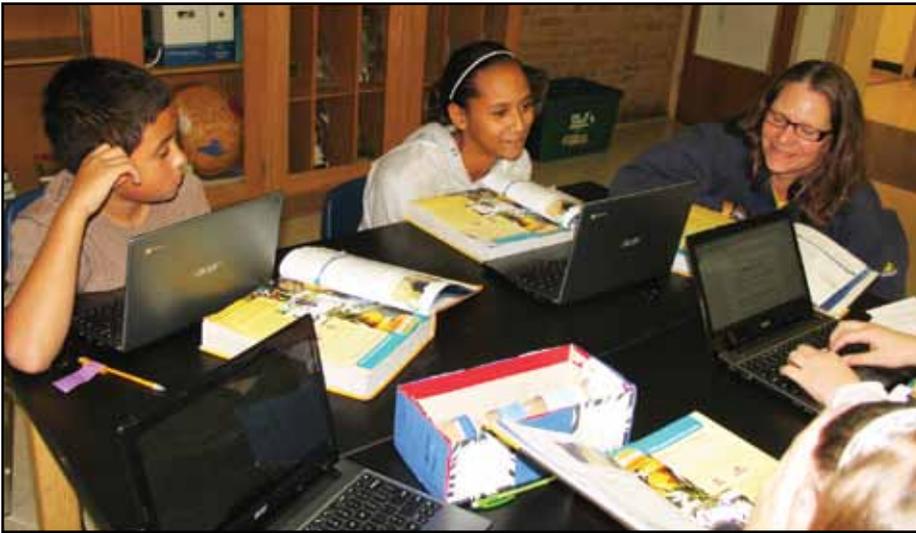
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Literacy Circles at CMS Attract Attention of Neighboring Schools



Audrey K. Buchanan
Communications Coordinator/Webmaster
Clinton Community School District

Teachers at Clinton Middle School have implemented a literacy-based instruction technique in all subject areas, which has caught the attention of other school districts. This approach involves placing the students into literacy circles to discuss and enhance their learning and encourage students to use higher level thinking skills.

The literacy circles were developed with

the help of Sid Larson, Reading Coach for the Clinton Middle School. Larson explained, "Disciplinary literacy is a large portion of the common core standards for education, and the Clinton Middle School teachers have really embraced this." Building literacy skills in students, which includes reading, writing, speaking, and listening, is a shared responsibility across all content areas. There is a demand for these skills in each content area, as well as in life. Using the literacy-based instruction in all core classrooms helps to build a solid founda-

tion for the students.

Larson explains, "Every subject area has its own literacy. For example, the way a mathematician reads math is very different from the way in which a historian would read a historical document. The same is true for writing. There is a large difference between writing a term paper for an English class or writing a science journal, instructional document or legislative brief."

Through the literacy circles, students are learning how to closely read and write in the different content areas. They ask themselves different questions. Students have become good at annotating text and also good at helping each other. They hold collaborative conversations, especially in the math and science circles. They have become responsible for each other's learning.

The text with which the students work is very complex. The common core is asking teachers to raise the complexity. It is much more than just reaching a higher reading level. It has a lot to do with the sentence structure and the knowledge demands that are expected of the readers.

To help with consistency and to gain a better understanding as to how the literacy circles are to work, students have a 30-minute literacy strategy class every day. All teachers teach this and then take the material back to

their own content area and apply the strategies. Teachers were initially coached by Larson to develop what they needed to teach during these sessions. Teachers now have a greater understanding of literacy and are able to identify which strategies need improvement and can then work with students to help them improve.

Because of the work the Clinton Middle School teachers have done, teachers from other districts have visited the classrooms to see how this approach works. Clinton Middle School has hosted teachers from Jefferson, Whitewater, and Elkhorn school districts. The teachers from these districts are holding Clinton Middle School teachers in very high regard concerning their work with the literacy-based instruction. They have returned to their own schools and spoken with the administrators to advocate that their schools adapt the same types of strategies and literacy-based teaching with their students. Elkhorn School District sent teachers from social studies, science and English. They have already requested to send their math and more of their science teachers in September to further observe the Clinton teachers. By the time they finish their different visits, all teachers in the Elkhorn Middle School will have visited

Continued on Page 21

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Jurassic World Comes to Life

Continued from Page 1

tion, Math) focused engineering activity, to earn Jurassic dinosaur dollars. They spent this 'money' in the recycle room to buy materials to build a large-scale dinosaur and supporting habitat. Students also created a business that attracted visitors to their 'park.' Kids loved the challenges and used their critical thinking and imaginative skills to build their dinosaurs." Third grade student, Thomas Kroeze, said, "I loved doing the challenges. Building a car for our park from materials in the recycle room was really hard, but I love our car. We built in an air bag for safety, defenses to protect us from our predators, and put in a roof hole so the driver could eject out of the roof if a dinosaur attacked. We engineered our triceratops legs. It kept falling down, but we figured out how to use PVC pipe to make a balanced force. It was cool."

In addition to the challenges and builds, students spent time daily in math, reading, writing, speaking/ listening activities, and science that are connected to dinosaur themed activities. Each was designed to connect and review standards previously taught and to allow students to have experiences that were hands-on to anchor their understanding. "Each activity designed by Mr. Niquet had a purpose," Pickarts said. "In math students researched through non-fiction reading the height and length of their dinosaurs. They then created a visual representation with toilet paper, and used this information to build their dinosaurs to scale in the classroom. This was where learning came to life."

Project based learning is a passion for Niquet, "Each day, I saw students making connections, applying the standards, working in teams, problem solving, starting over and persisting. The kids were so excited and their energy and enthusiasm was amazing. It is what learning is all about."

Funding for the program involved the whole community. Parents supported the project by sending recyclable materials each day with students for building the dinosaurs. Niquet wrote a grant and received funding from the Meemic Foundation, which supported the cost of the challenges. Dan James of Great Northern Corporation donated the cardboard for the dinosaur builds, and the district provided the resources for all of the non-recyclable materials for the habitats and dinosaurs. The remainder of the expenses for daily work, such as hands-on science, math, reading and writing, were funded by Niquet and Pickarts. "Project based learning can be expensive, but we are fortunate to have the support of our students' families, community, and our district," according to Niquet.

Third grade teachers Brian Bestul and Kaitlin Mays also joined in the excitement. Their students built their own dinosaurs and habitats in each of the two separate classrooms. Students incorporated literacy strategies in ELA, science, and math as they researched the different types of dinosaurs and their habitats, and calculated the scale needed to make their dinosaurs as close to life-sized as possible. Each classroom was unique in its design while incorporating all of the same learning skills.

"Jurassic World" culminated with an open house for the community and third grade parents on Tuesday, June 9th. Students were very excited to show parents and others the results of their hard work and learning.

www.clinton.k12.wi.us
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Introducing Whitnall's PLEx

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century skills and technology as learning tools, to track learning progress, and to communicate with other learners.

"If your first-grader can read at a third-grade level, or understands math concepts that a child two years older is working on, why not give that student every opportunity to push herself or himself beyond the level of classmates who might be learning at a different pace," says Dr. Anthony Brazouski, Whitnall's Executive Director of Academic Achievement.

"PLEx allows students to go beyond their expectations and grow academically with students with similar abilities," Brazouski adds.

In a PLEx classroom, space is allocated for teachers to meet with small groups, conference, or assess students working independently. In other words, PLEx does not look like a traditional classroom.

"We're very excited to bring PLEx to Whitnall," Whitnall Superintendent Dr. Lowell E. Holtz says. "A lot of research, thought and planning have gone into this, and it aligns perfectly with the District's mission statement, that in part states we will provide 'the highest quality personalized educational experience.'"

Over the last several years, Whitnall administrators and teachers conducted site visits at other districts that have implemented personalized learning, researched the teaching strategies, and developed innovative proposals before deciding to implement the pilot program next fall.

The teacher teams piloting the programs will participate in a formalized personalized learning cohort through the Institute at CESA #1 and have partnered with teachers from other local districts

who are currently working in personalized learning environments.

Katie Kuntz, Steve Morzy and Nikki Nowak will be piloting PLEx at Hales Corners Elementary. Chelsea Linder, Cassy Krause, Tiffany McGoughand

Rachael Medal will be piloting at Edgerton.

"We have a terrific team of exceptional teachers in place for next fall," says Brazouski. "PLEx will be a big change for them, too, but they are up to the challenge and have been working long and hard in preparation for the rollout. I am excited to see them bring out the best in participating students."

During the spring, the District held informational meetings about PLEx, and parents were given the opportunity to share their preference for their child: PLEx or a traditional classroom setting. The District will use both learning models next fall.

"No matter what a parent chooses, we're confident all our students will reach their learning targets, show academic growth and be ready for the challenges the next grade level presents," says Holtz.

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Literacy Circles at CMS

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Clinton teachers to observe the literacy-based instruction.

Teachers from the visiting districts are most amazed by the fact that Clinton teachers are able to take a step back, and instead of instantly rescuing the students when they start to struggle, they ask the students some questions that lead the students to find the answers and reach conclusions on their own. They give the students time to work through it, which is when the real learning takes place. A teacher from Elkhorn commented, "As a teacher, it is difficult to sit back and let students dig into the material if we can see it going in the wrong direction. Clinton teachers were very comfortable doing this, and prompting students with questions that will lead the student back on track rather than just giving them a simple

answer."

Some comments made by the Elkhorn teachers about aspects they liked included:

- The cross-curricular focus on vocabulary
- Understanding content is more important than amount covered
- Impressed at the high level of questioning by the students, many times student to student

One commented, "The Elkhorn teachers came to the conclusion that they needed to teach their students how to ask better questions. Clinton students asked very good questions of themselves, peers, and teachers."

Another teacher was very impressed with the way Mrs. Erika Stewart, seventh grade science teacher for Clinton, designed a jigsaw

that led to the three-way Venn diagram students had to create. They commented, "She was great at modeling and asking the kids questions rather than telling them what to do. She gave the students ownership of pretty much everything they were doing, gently guiding them in the right direction."

When observing Jeff Spiwak, eighth grade history teacher for Clinton, one visiting teacher commented, "The class was very impressive. He was the facilitator and the students were in charge of their learning. He walked around the classroom and as the students asked him questions, his response was always another question, which enabled the students to figure out the answers rather than being told the answer by the teacher. It was impressive to watch."

Clinton Middle School teachers are very much enjoying this approach, and feel very honored to be leading the way for other districts. They are very proud of the work they have done and very proud of the strides being made by their students. Larson commented, "It is nice for them to be recognized by their peers. Our teachers are also gaining from the experience. They are receiving validation that they are doing something right. It's very rewarding."

[www.clinton.k12.wi.us/
ccs/home](http://www.clinton.k12.wi.us/ccs/home)

Three Ways to Provide Feedback for Digital Student Writing



Matt Renwick

No discipline has experienced a greater impact from technology than writing.

Blogs, tweets, multimedia timelines, posts, texts . . . all of these short forms of writing have come about through new digital mediums. Classrooms that adopt these tools during literacy and content instruction are providing learners with

more ways to express their thinking and convey information more creatively. I could not imagine schools without them.

Once they are embedded in practice, the next logical step as a teacher is to ask: How can I provide feedback for students through these mediums so their writing improves, as well as to celebrate their work? Here are three ideas.

Google

Recently I have received invitations from our 4th and 5th graders to comment on their writing via Google Docs and Slides. I really like the Comments and Suggestions features. Located at the top right of the file, you can highlight a section of the text and provide feedback for the owner. What the students have shared with me so far are finished products. Therefore, I have made general observations and asked thought-provoking questions to let them know that I read their work carefully and valued their effort.

WordPress

For younger students without a lot of experience in digital writing, transcribing what they write down on paper and posting it on a blog is a great way to model the writing process. For example, my son and a friend gave me a handwritten review of the Tom Gates series by Liz Pichon. I typed up their thoughts, saved the post as a draft, and then emailed their teacher with specific questions about the books they read. This feedback request was done through WordPress, my favorite blogging platform. I actually sent the request to their teacher, who will hopefully help them write a bit more about

why the Tom Gates series is such a good one to read.

Evernote

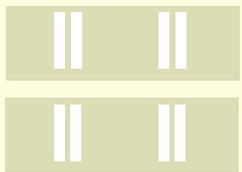
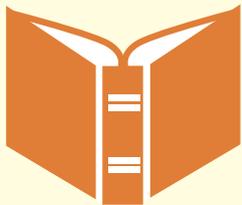
I was on a mission to a classroom when a 4th grade student asked me to read her writing in the hallway. How could I say no? I compromised by taking out my smartphone and scanning an image of her writing with Evernote. This student's writing was then saved as a note in her teacher's professional portfolio, which I keep for all of my staff.

When I had time to sit down later, I opened up her note. Having downloaded Skitch, a native Evernote application, I was able to annotate right on her scanned work. This was also a finished piece of writing, so I celebrated what she did well and offered my thinking on possible ideas to consider for the future. This updated note was emailed to her teacher.

What digital tools do you find effective for offering feedback for the author(s)? How do you use them? Please share in the comments at <http://readingbyexample.com/page/4/>.

Matt Renwick is an elementary school principal in a country school outside of Wisconsin Rapids. You can read more of his blogs at <http://readingbyexample.com/>.

Herb Kohl Foundation Triples Size of Grants



In celebration of the Herb Kohl Educational Foundation's 25th year of awarding fellowships to Wisconsin PreK-12 teachers and their schools, and scholarships to Wisconsin high school seniors, Herb Kohl has tripled the size of the award to \$3000 for all recipients. The 2016 awards will be made to 100 teachers, their schools, and approximately 200 graduating high school students next spring.

Educators may be nominated online at www.kohleducation.org/teachers until September 25, 2015. Those nominated for the 2016 Herb Kohl Fellowship will receive their application forms by October 13, 2015.

Teacher Fellowship recipients are chosen for their superior ability to inspire a love of learning in their students, their

ability to motivate others, and for their leadership and service within and outside the classroom. Fellowship recipients are selected from several hundred applicants by a statewide committee composed of civic leaders, and representatives of education-related associations and the program's co-sponsors: The Wisconsin Newspaper Association Foundation, Wisconsin Department of Public Instruction, Wisconsin Council of Religious and Independent Schools (WCRIS), and regional Cooperative Educational Service Agencies (CESA).

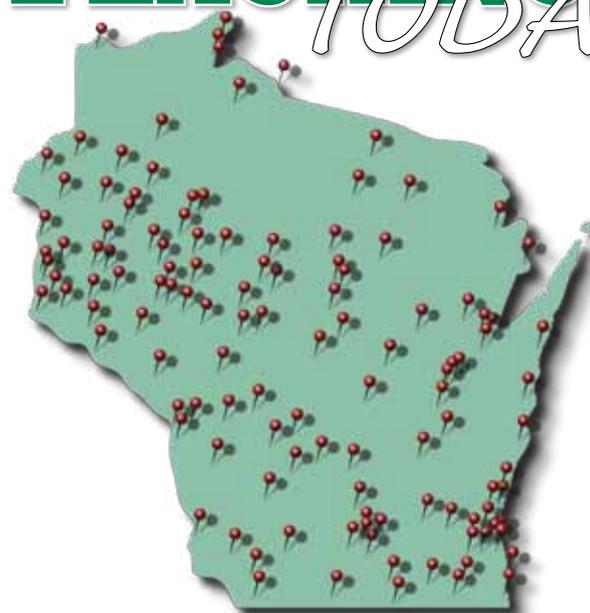
Wisconsin Teacher of the Year Program

The applications of the public school Kohl fellowship recipients will automatically be used as the applicants for the Wisconsin Teacher of the Year program. Four teachers will be selected, one in each of the four categories. These Teachers of the Year will come to Madison to be interviewed to select Wisconsin's nominee to the National Teacher of the Year program.

The Herb Kohl Educational Foundation Fellowship Award program was established in January, 1990. To date, former U.S. Senator Herb Kohl has awarded \$5,600,000 to 2,600 Wisconsin teachers and their schools

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We offer a number of programs for students, teachers, school administrators, and school board members.

Our objective is to allow you to better satisfy the economics and financial literacy requirements, and to do so in an efficient way that ties into the other disciplines and standards.

Our website provides details regarding the programs for the upcoming school year, both those already scheduled and those being planned or in development. Our home page is www.economicswisconsin.org.

Teacher programs:

- ASET (Association of School Economics Teachers) Conference
- Money Talks Conference (La Crosse)
- Get Your Students Pumped Up on Personal Finance and Economics! (Lambeau Field)
- STEM Workshop: Teaching Economics through Math and Science
- Teaching Personal Financial Literacy and Economics Standards in High School Math Classes
- Economics for Opinion Leaders
- Stock Market Simulation Workshop
- Financial Fitness for Life Workshop
- Common Sense Economics for Life

Student programs:

- Financial Fitness for Life
- Early \$tart = Money \$mart
- Stock Market Simulation
- Community Ambassadors (High School)
- Community Showcase (Middle School)
- Economics Challenge Competition

Teacher Awards:

- Excellence in Teaching Economics and Financial Literacy
- The James E. Flora Award

Economics *Wisconsin* also offers other professional development opportunities for adults. We offer our Economics for Opinion Leaders series for school administrators, superintendents, school board members, corporate managers, clergy, non-profit managers, elected officials and their staff members, journalists, and other media professionals. In addition, we offer Economics and Personal Finance for women.

Please feel free to contact us at econed@economicswisconsin.org or (414) 221-9400. We would be happy to discuss your particular interests and requirements.