

Kimberly School Forest Grows from Community Support



Nicole Noonan
Marketing and Community Coordinator
Kimberly Area School District

The School Forest at Kimberly High School is a point of pride for the community. It truly has been a collaborative effort to become an inspiring place to learn about the natural world. With such a unique environmental resource available to Kimberly students, the schools are able to use the forest for learning in many interesting ways. New ideas for using the forest abound, especially since donations have provided for the construction of open-air and covered learning centers.

Kimberly High School is located on a hill overlooking the nearly 20-acre School Forest. It features a trail system through wooded portions, tall-grass prairie areas and Garner's Creek, a stream that runs the length of the

land. Ever since the high school opened in 2001, a heron rookery that is home to as many as 27 nesting birds, has fascinated students, staff and community members alike. Within the property, several structural remains from the former Wiedenhaupt farm can be found, including building foundations and silo pieces.

Designation as a School Forest

For several years the Environmental Education class at Kimberly High School performed stream analysis lab tests on Garner's Creek. After science teachers Dean Simon and Katie Heling attended an Environmental Education Conference, they posed the question, "Why not use the woods on the high school property as a designated school forest?"

"After science teachers Dean Simon and Katie Heling attended an Environmental Education Conference, they posed the question, 'Why not use the woods on the high school property as a designated school forest?'"

Six years ago, the KASD school board approved the plan and passed a resolution to designate the area to the south of the high school as an official School Forest. The permitting process continued and a temporary designation

was achieved from the State of Wisconsin. The School Forest designation became official in the 2011-2012 school year.

By having the forest designation, the

Continued on Page 9

Jefferson Elementary School Success Story

By Johanna Groene
Jefferson RtI Coordinator/
Reading and Math Interventionist
Sheboygan Area School District

William Butler Yeats said, "Education is not the filling of a pail, but the lighting of a fire." Fanning the flames of enthusiasm is sometimes exactly what's needed to revitalize an organization and bring out the best in staff and students. At Jefferson Elementary in Sheboygan, this has proven to be the case. Although they had an RtI framework in place, it took the collaboration of an enthusiastic new leader, a dedicated data coach, and the commitment of highly qualified staff to jump-start their efforts. Their hard work and enthusiasm is resulting in test scores that show progress and motivate them to even higher challenges!

"Good morning Jefferson Elementary School, 'nyaw zhong, 'buenos dias.' At Jefferson Elementary School, we will be safe, respectful and responsible. Now please stand for the Pledge of Allegiance."

In this culturally diverse school, we start each day welcoming all students with a message to do their best. As staff, doing our best is a promise we make to our students every day.

Jefferson is home to 410 students: 32% Asian, 8% African American, 24% Hispanic/



Instructional/Data Coach, Lori Roelse, leading a parent/student literacy event.

Latino and 30% White. 70% qualify as economically disadvantaged. As with many other Wisconsin schools, Jefferson staff is dedicated to helping students achieve — no matter what their background. Following are some of the factors that contribute to our success.

High-Quality Personnel

Strong leadership is one of the cornerstones of success in an RtI system. In 2014 a new principal — Zach Pethan — was

hired. With his infectious zeal, he re-ignited the staff's dedication to high standards for teaching and learning. With a firm belief in the power of professional development,

"In this culturally diverse school, we start each day welcoming all students with a message to do their best. As staff, doing our best is a promise we make to our students every day."

Continued on Page 9

THANK YOU TO OUR ADVERTISERS FOR YOUR GENEROUS SUPPORT!

Wisconsin Technical College System • Meemic Foundation • Angel On My Shoulder • Carthage College • Hamline University
Economics Wisconsin • Dream Flight • Bellin College • Herb Kohl Educational Foundation • WEA Credit Union • Stucky Chiropractic
National Eagle Center • Kohl's Wild Zoo • Chippewa Valley Orthopedics & Sports Medicine • WEA Members Benefits



NEW

classroom enrichment **GRANT**

in partnership with **Lakeshore**[®]

Shop online for items that enhance the classroom learning experience such as:

- STEM Kits
- Math Manipulatives
- Hands-on Learning Centers
- Art and Crafts
- Educational Games
- Supplies and Storage

Teachers, apply TODAY **for a grant of up to \$100** to purchase classroom items from Lakeshore Learning!

1,500 recipients will be selected to receive this grant! **why not you?**

APPLY

from Aug 1st through Sep 30th

Recipients will be notified by Nov 1, 2016.

Contact your local Meemic Representative:

Oshkosh: ZulegerAgency.com

Appleton: ZulegerAgency.com

Juneau: NajarianInsurance.com

Wausau: StainbrookAgency.com

Fond du Lac: StevenHillAgency.com

Pewaukee: ZLindowInsurance.com

Madison: MCAlderInsurance.com

Green Bay: SchoolhouseAgency.com

Iron Mountain: LenoreNelsonAgency.com

Milwaukee: MilwEdInsurance.com

North-Shore-Agency.com

StefanovichInsurance.com

WindingInsurance.com



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

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

Please direct all inquiries to:
 renee@teachingtodaywi.com

Teaching Today WI™ is an independent publication for educators.

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

Teaching Today MN™
 Transportation Today WI™
 Manufacturing Today WI™

From the Teaching Today WI™ Educational Blog
 teachingtodaywi.wordpress.com

Herb Kohl Foundation Principal/School Administrator Nomination Forms Now Available

Principal/school administrator nomination forms for the 2017 Herb Kohl Educational Foundation Leadership award can now be obtained from the Association of Wisconsin School Administrators and the Wisconsin Council of Religious and Independent Schools.

2017 Herb Kohl Public School Teacher Fellowship Program

The Kohl Teacher Fellowship program recognizes and supports teaching excellence and innovation in the State of Wisconsin, USA. The Foundation will award 100 Wisconsin teachers with \$3,000 Kohl Fellowship grants, and each Kohl Fellowship recipient's school will receive a matching \$3,000 grant.

Giving Students Space to Learn

"Giving Students Space to Learn", the theme for the Dream Flight USA STEM Shuttle, is in a sense a descrip-

tion of what the shuttle program is all about. The 45-foot-long converted motor coach, designed on the outside to spur the imaginations of space travel, is in reality a mobile classroom. The mission of the Dream Flight USA Foundation is simple: To motivate students to learn.

Lakeshore Classroom Enrichment Grant

The Meemic Foundation has partnered with Lakeshore Learning for a new grant opportunity for Classroom Enhancement. 1,500 grant recipients will be selected to receive up to \$100 to spend online at Lakeshore Learning, a top resource for classroom accoutrements and supplies. Deadline is September 30, 2016.

4 Easy Habits to Create Positive Thinking

Can we train our minds to create positive changes in our lives? I believe we can, if we learn some simple steps for how we think and act. Our minds wield an incredible power over the health of our bodies, the function of our immune system and the outcome of our lives, for good or bad.

In this Issue

Mercer, Butternut Ready For First Co-Op Football Season Together Page 5
 Moving Around the Classroom Page 6
 Pelican School Paraprofessional is presented with WCASS "Paraprofessional of the Year" Award Page 8
 Economics in Education Award Goes to Frank Crivello Page 10
 School District of New Berlin Includes 'College and Career Ready' Dispositions in Grading and Reporting Page 11
 Clinton Students Learn About Energy Page 14
 Letting Go with Buddha Boards Page 17
 Personalized Learning Page 17
 All Delavan-Darien Schools Recognized For Positive Behavior Programs Page 19
 Green Bay Hosts Summer Learning Academy to Engage Staff & Benefit Students Page 22
 Library Olympics in Land O' Lakes Help Kids Imagine What the Actual Olympics Would Be Like Page 22

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 9/23/16 for 2017 grants of \$3000 to recipients and their schools.

www.kohleducation.org/teachers

Herb Kohl
 educational foundation, inc

Please visit our web site for deadlines, information and nomination process.

www.kohleducation.org



We travel from the Zoo to You!

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

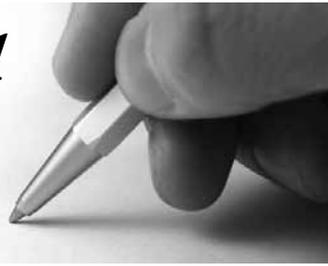
Great for Schools, Community Events and Festivals!

Book Kohl's Wild Theater; dates fill quickly!

414-258-2333 • wildtheater.org



Apply for a Grant



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 9/23/16 for 2017

Website: www.kohleducation.org/teachers/

Lakeshore Classroom Enrichment Grant

The Meemic Foundation has partnered with Lakeshore Learning for a new grant opportunity for Classroom Enhancement. 1,500 grant recipients will be selected to receive up to \$100 to spend online at Lakeshore Learning, a top resource for classroom accoutrements and supplies.

Get full details and rules at the website below.

Deadline: September 30, 2016

Website: www.MeemicFoundation.org/Lakeshore

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. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms.

Grants up to \$1,000 are awarded

Deadline: Online applications are due October 1, annually

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

Roads to Reading Literacy Initiative Grants

The Roads to Reading Literacy Initiative (RTRLI) provides grants of new children's books as educational resources to schools, child-care centers, and nonprofit organizations serving children in need from birth to age 16.

Deadline: Applications are accepted from

April 1 through September 25, annually

Website: pwirtr.org/register/

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

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.

Applications are accepted year-round

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

Let's Play Imagination Playground Grants

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

Applications are accepted year-round

Website: kaboom.org/grants/creative_play

Target Store Field Trip Grants

The Target Field Trip Grants program is an innovative, no-strings-attached initiative that funds field trips for students nationwide. Target Field Trip Grant funds are best used for visits to art, science and cultural museums, community service or civic projects, career enrichment opportunities and other events or activities away from the school facility.

Grant Amount: \$700

Deadline: October 1, 2016

Website: corporate.target.com/corporate-responsibility/grants/field-trip-grants

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established

to promote aerospace education throughout classrooms and units. Applications are judged by the importance and the impact the selected aerospace activity will have on students. 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/informationfor/teachers/k12grants/airforcejuniorrotcgrant

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Skoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits.

Grants of \$2,500 are awarded

Applications are accepted year-round

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

The Herb Society of America's Donald Samull Classroom Herb Garden Grant 2016-2017

The Herb Society of America will select ten (10) schools/classrooms to receive \$200 "Seed Money" to establish an herb garden (indoor or outdoor). The funds may be used for supplies such as soil, plant trays, containers, child or youth sized tools, etc. The school may need to seek additional funding and support from other sources.

Deadline: October 01, 2016

Website: herbsociety.org/resources/samull-grant.html

CHS Classroom Grant

National Agriculture in the Classroom (NAITC) grants support innovative elementary and secondary school classroom projects that use agricultural concepts to teach reading, writing, science, social studies, and more. Grant funds may be used for school gardens or animal science projects involving aquaculture, embryology, ranch-related projects, field trips, or farm tours.

Fifteen grants of \$500 are awarded

Deadline: Applications are due September 15, 2016

Website: www.agclassroom.org/teacher/grant_chs.htm

Green Thumb Challenge Grant

Green Education Foundation (GEF) and Gardener's Supply Company have teamed up on a funding opportunity for established youth garden projects nationwide. The orga-

nizations are calling on schools and youth groups to submit chronicles of 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, annually

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

Whole Kids Foundation School Garden Grants

Whole Kids Foundation created this program in partnership with FoodCorps to provide a \$2,000 monetary grant to support an edible educational garden on the grounds of a K-12 school. Schools, or a nonprofit organization working in partnership with a school, may apply.

Deadline: October 31, 2016

Website: www.wholekidsfoundation.org/index.php/schools/programs/school-garden-grant-program

2017 Honey Bee Grant Program

The Honey Bee Grant program allows for a K-12 school or non-profit organization to receive a monetary grant of \$1,500 to support the success of a honey bee hive educational program. There are 3 grant options:

Observation hive: equipment grant of a custom made indoor observation hive from The Bee Cause Project

Traditional hive: equipment grant of an outdoor top bar hive with Starter Kit from Bee Thinking

Application Open: September 1st, 2016

Letter of Intent (LOI) Closed: October 31, 2016 at 5pm

Website: www.wholekidsfoundation.org/schools/honey-bee-grant

Lowe's Toolbox for Education Grant Fall 2016

There is a preference for funding requests that have a permanent impact such as facility enhancement (both indoor and outdoor) as well as landscaping/clean up type projects. Projects that encourage parent involvement and build stronger community spirit will be favored.

Grants up to \$5,000 per school are available

Deadline: September 26, 2016

Website: www.toolboxforeducation.com

Mercer, Butternut Ready for First Co-Op Football Season Together

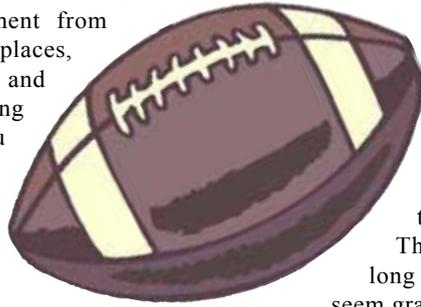
By Mark Spillane

High school football teams are getting ready for the season. But things are a little different in Mercer and Butternut as the two schools have formed a new eight-man co-op for football.

“They didn’t believe me that I was going to start a football team,” said Mercer athletic director Adam Miller. “But I started getting equipment from a bunch of different places, and the field went up, and people started driving back and saying ‘You really are going to have football.’ Like, yeah, we’re going to have football.”

The teams did the same last year for baseball and used Butternut’s baseball field as their home turf. But the process wasn’t so simple this time around, especially because the program was started from scratch.

“Our first day of practice, we had nothing. Our first day of camp, we had nothing,” said Mercer/Butternut football head coach Matt Scheonemen. “Our kids were kind of looking around wondering



where we were at. We’re building it.”

The two schools have a combined high school enrollment of about 100 students. The team’s roster currently sits at just 17, but the players are excited for the opportunity.

“I was thrilled,” said Butternut senior Charles Hirtreiter. “I’ve wanted to play football since I was about that tall and the schools I went to never had a football option to play.”

Teams like Siren and Rice Lake offered shoulder pads for free to the upstart program.

The Pioneers still have a long way to go, but players seem grateful for the help.

“I played during the two years of middle school and I was waiting until we got football in high school,” said Mercer senior John Cassiani. “Then my coach finally told me we were co-oping with Butternut, which is pretty amazing.”

The Pioneers will play a six-game schedule beginning on August 19 against Bruce. They’re home games will be at Carow Park near Mercer school.



Miller and Scheonemen expressed their thanks to all those who helped make the park their new home field.

As for 2017 and beyond, the team hopes to join the Lakeland Conference with no plans to move to an 11-man roster. But for now, it’s all about this season.

Reprinted with permission from WJFW

www.mercer.k12.wi.us

(715) 476-2154

www.lighttorch.info

(715) 769-3434

Get Back in the Game

www.cvosm.com

Celebrating more than 30 years as the Team Physicians for UW-Eau Claire and serving area high schools and surrounding communities in the Chippewa Valley by providing a team of licensed athletic trainers for top-quality sports medicine care.



CHIPPEWA VALLEY
ORTHO ASSIST
walk-in orthopedic care

Student athletes: have your injuries evaluated by a Physician Assistant at our walk-in clinic.

Monday–Friday, 12 pm–8 pm
Saturdays & Sundays, 10 am–6 pm
at our Altoona location



CHIPPEWA VALLEY
ORTHOPEDICS AND
SPORTS MEDICINE

1200 Oakleaf Way
Altoona, Wisconsin
715.832.1400

CVOSM also located at
757 Lakeland Dr. Suite B
Chippewa Falls, Wisconsin
715.723.8514



WE ARE YOUR DEDICATED SPORTS MEDICINE TEAM

Nutritional Supplementation vs. Performing Enhancing Supplements



Heather Dayton, LAT
Chippewa Valley Orthopedics
and Sports Medicine

There is a subject that is often talked about in sports, and that topic is athletes using performance enhancing supplements or drugs. The huge focus in sports at any level is who is going to be the fastest and who is going to be the strongest. This leads people to take or use the performance enhancing supplements rather than building muscle and training the natural way. If a person chooses to use a substance that helps boost their energy or helps them gain muscle, they need to be careful what they are choosing to use. There are also nutritional sup-

plements that people can use, and these do not fall under the same category as performance enhancing supplements because they provide more nutrition to the person rather than a physical advantage. This does not mean that a person does not have to be careful when using these products, they still need to be reading the label to see what they are putting into their bodies.

WIAA Banned Substance list*:

- Anabolic Steroids
- Androstenediol
- Nor-Androstenediol
- Dihydrotestosterone (DHT)
- DHEA
- Pro-Hormones
- Pheromone
- Masking Agents (Diuretics)
- Peptide Hormones (EPO)
- HGH
- Phenylephrine
- Ephedra
- Ephedrine
- DMAA/DMBA

Continued on Page 21

* List provided by the WIAA and the WIAA Medical Advisory Committee. Medication prescribed by a doctor can be used by the person they are prescribed to, and are not considered a banned substance.

Moving Around the Classroom

School District of Sheboygan Falls

Sometimes it's the simplest things that make all the difference.

Like a couple of stretches and desk push-ups during math class. Or a lap around the school nature trail. Or even running up and down the steps inside the school.

Take it from Nancy Mathieu and her third graders at Sheboygan Falls Elementary School — adding some “movement breaks” of “energizers” during the classroom day equals a big change in student behavior.

“It was a good thing. They were more focused,” Mathieu said. “They seemed to listen better. They were more attentive. They were more engaged.”

Mathieu and second grade teacher Rachel Houwers added the breaks as part of an informal initiative suggested by elementary physical education teacher Paul Houwers. Paul Houwers had been following research that showed links between increased physical activity and improved achievement among students for years. After talking with the two classroom teachers, he decided to try an “experiment” this year.

“I just wanted to try it,” he said. “There's more and more research out there about the connection between physical activity and student achievement.”

He asked the teachers to begin each school day with some sort of cardiovascular activity for their students. In good weather, Mathieu's students took a lap around the school's nature trail or ran the bases in the baseball diamond. Houwers' students got to choose the type of activity they would do using activity dice or cards that have activities on them. They also used the nature trail and got to make some choices there as well.

“I tried to provide choices for that such as galloping, walking fast or skipping to keep the students interested and let all students participate regardless of ability levels,” she said.

Houwers also asked the teachers to incorporate movement breaks throughout the class day. The number of breaks varied although Mathieu used a timer to schedule two breaks during her hour-long math class. Research suggests that the length of children's attention span is their age, plus or minus two minutes,

which in the case of third graders is about 7 to 11 minutes. And math is a subject that requires a lot of focus.

“If I didn't do it, they would ask for it,” Mathieu said. “I called the breaks ‘energizers’ and the students would say, ‘We need an energizer.’”

Houwers gave her students short breaks during transition times in the classroom. Sometimes there would be dance videos or even just 30 seconds of arm circles.

Both teachers also used physical activity to reinforce lessons they were learning in the classroom. After studying about the food chain in science, Mathieu had her students play a tag game that included components of the food chain.

Houwers used activities like having the students count by 5s or 10s, or recite the alphabet backwards while moving around to get them active and reinforce academic concepts. Her students enjoyed the breaks and would ask for one if they went too long without one.

“Even students who normally shy away from physical activity or may have sat out in the beginning of the year because it was something new, participated and could be successful,” she said.

Paul Houwers first learned of the link between physical movement and student achievement during a presentation by researcher Jean Blaydes Madigan, a proponent of action-based learning. He drew on her research as well as recent studies by the Center for Diseases Control to set up his informal project this year.

The teachers attended a Wisconsin Department of Public Instruction workshop on Core4+, a set of strategies to improve students' physical activity. They also got information and suggested activities from an educational website, GoNoodle.

Paul Houwers is pleased by the experiment and hopes that other teachers will incorporate movement into their classrooms next year.

After what she has seen this year, Mathieu plans to continue.

“I think it's huge. I've definitely made it part of my teaching,” she said. “I wouldn't do it any other way.”

Rachel Houwers agreed.

“With the increased amount of time

“With the increased amount of time the students are expected to spend in the classroom listening or taking tests, I feel that this time for movement is necessary and very helpful for them. There are some days that I could use a 3 minute stretch or walk too. All of us need breaks during the day to continue to do our best work and stay focused.”



the students are expected to spend in the classroom listening or taking tests, I feel that this time for movement is necessary and very helpful for them,” she said. “There are some days that I could use a 3 minute stretch or walk too. All of us need breaks during the day to continue to do our best work and stay focused.”

www.sheboyganfalls.k12.wi.us
(920) 467-7893

Your Health is Our Mission!



Serving families in the
Chippewa Valley since 1959

Stucky Chiropractic offers a number of chiropractic and health services including:

- ✓ Manual Spinal Adjustment
- ✓ Instrument Adjustment
- ✓ Spinal Decompression
- ✓ Spinal Rejuvenation Therapy
- ✓ Ideal Protein Weight Loss System
- ✓ Living Well Educational Series (Eat - Move - Think)
- ✓ Physiotherapy
- ✓ Massage Therapy
- ✓ Orthotics
- ✓ Wellness Supplements
- ✓ Nutritional Counseling
- ✓ Low Level Laser Therapy
- ✓ Graston Technique
- ✓ Bone Density Screening
- ✓ Enzyme Therapy

Committed to bring you better health and a better way of life.

STUCKY
CHIROPRACTIC

2105 E. Clairemont Avenue
Eau Claire, WI 54701
(715) 835-9514

www.stuckychiropractic.com

Careers in Health and Wellness: *Registered Nurse*

Occupation — Registered Nurse

Registered Nurse (RN)

Associate Degree in Nursing (ADN), Bachelor of Science Degree in Nursing (BSN)

Specializations

Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through masters degree or doctorate degree preparation.

- Infection Control Nurse — distributes information to hospital personnel on communicable diseases and coordinates hospital infection control program.
- Community Health Nurse — applies nursing skills in the community by instructing individuals and families about health education and disease prevention.
- Public Health Nurse — applies knowledge from nursing, social science and public health to promote and protect the health of individuals, families and communities.
- School Nurse — contributes to the development of health plans and school health programs to protect and promote the health of students and persons who work with stu-

dents.

- Correctional/Jail Health Nurse — contributes to the development of health plans and programs to protect and promote the health of inmates and persons who work with inmates.
- Occupational Health Nurse — applies nursing skills in the work environment by caring for and offering education to employees.
- Nurse Practitioner — gives general care and treatment to patients and consults with physician on patient care. May specialize in particular area such as neonatal care.
- Nurse Midwife — delivers babies and gives medical care and treatment to pregnant mothers under supervision of an obstetrician.
- Nurse Anesthetist — administers anesthetics to patients as prescribed by an anesthesiologist.

Education and Training

- Students must graduate from an accredited Nursing school and receive either an Associate's Degree in Nursing (ADN), which usually takes 2 years OR a Bachelor of Science Degree in Nursing (BSN), which usually takes 4–5 years to complete.
- Curriculum might include: Nursing fun-

damentals, Nursing pharmacology, Nursing-health promotion, and Nursing management concepts.

- Supervised clinical experience is provided in hospital departments such as Pediatrics, Psychiatry, Maternity, and Surgery.
- All states require periodic renewal of license, which may involve continuing education.

Helpful High School Courses and Experiences

- Students should take a college preparatory curriculum.
- Helpful high school courses would include biology, chemistry and physics, anatomy & physiology, Medical Terminology, and psychology.

Advancement Opportunities

- Advancement opportunities are often broader for those who have a Bachelor's (BSN) or Master's Degree (MSN).
- Some go into teaching or research or do advanced degrees to become nurse specialists or nurse practitioners.
- All four advance practice nursing specialties —(1) Clinical Nurse Specialist, (2) Nurse Anesthetists, (3) Nurse Midwives, and (4) Nurse Practitioner require at least

a Master's Degree. Most programs last about 2 years and require a BSN degree. In Wisconsin one MUST have a BSN to go on for a Master's Degree (MSN). Some programs require at least 1 to 2 years of clinical experience as an RN for admission. Upon completion of a program, most advanced practice nurses become nationally certified in their area of specialty.

- The advanced nursing program option of Master's Degree Nurse Practitioner is transitioning into the Doctor of Nursing (DNP).

Salary

- Typical Salary Range (2014) (Wisconsin): \$50,000 to \$87,800 per year.
- Typical Salary Range (2014) (National): \$45,900 to \$98,900 per year.
- Head Nurse: Average: \$90,450
 - Nurse Supervisor: Average: \$79,640

Employment Information (Wisconsin)

- Number Employed in 2012: 57,990
 - Expected Employment in 2022: 65,940
 - Percent Employment Growth (2012-2022): 14%
 - Expected Annual Openings: 1,920
- Source: Wisconsin AHEC Health Careers Information Center

A career in nursing or medical imaging promises a **GREAT** future

Did You Know?

The median earning potential for nurses is over **\$67,000**, radiologic technologists over **\$58,000**, and diagnostic medical sonographers over **\$63,000**!*

Program Options:

- Bachelor of Science in Nursing • Master of Science in Nursing
- Bachelor of Science in Radiologic Sciences
- **NEW!** Bachelor of Science in Diagnostic Medical Imaging

Why Bellin College?

- Earn a **bachelors degree**—making yourself more marketable when seeking employment.
- **Direct entrance** into programs of study. Once you are accepted to Bellin College, you are accepted into your program—no waiting!
 - With more than 85 clinical partners, you'll get **extensive hands-on experience** across various specialties.
 - **Small class sizes** and an intimate campus setting. The student to faculty ratio is 11:1.
 - Newly expanded Health Resource Center with **advanced simulation labs**.
 - **Exceptional results.** Bellin College consistently reports passing rates of graduates above the national average for the nursing licensure, and radiologic sciences licensure exams.



Bellin College

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

Pelican School Paraprofessional is presented with WCASS “Paraprofessional of the Year” Award



Renee Miszewski (left) accepts the award from WCASS representative Karen Baker (right).

School District of Rhinelander

On Tuesday, May 17, Renee Miszewski, a paraprofessional at Pelican Elementary School, received an award for WCASS Paraprofessional of the Year. WCASS stands for Wisconsin Council of Administrators of Special Services. Denise Check (teacher) and Martha Knudtson (Pelican Principal) nominated Renee for the

Special Education Paraprofessional award. This is a statewide event through all the 12 CESAs.

The award is coming from CESA 9. Renee has been a special education paraprofessional in the School District of Rhinelander for 15 years. She stands out because of her cheerful attitude and willingness to go above and beyond even when no one is watching. When she's working

with students, she has a great rapport, which is evident in how they respond to her. Renee uses all sorts of techniques and multisensory approaches to help her students learn. She is very creative, and comes up with awesome projects that keep the students engaged, challenging their fine motor and cognitive skills. Renee is definitely a team player, helping other colleagues in the building. She provides in-class support for some of the students, and will often assist the teacher with the activities in the classroom. She is very versatile, and can easily adapt to any given situation. Renee is not afraid to dive in at a time of crisis, and will take the initiative in building-wide projects.

Most recently, Pelican celebrated Grandparents Day by inviting grandparents to have lunch with their grandchild. Renee was instrumental in planning the event, taking pictures of the grandparent and their grandchild, as well as creating a keepsake for all to take home. Renee has also been the leader in planning fun activities for teachers to recognize them during Teacher Appreciation Week. Last year, she created a “red carpet” for teachers to walk down and be recognized.

Renee took on a huge project in helping organize the building Book Room for teachers, which was in honor of a colleague that lost her

battle to breast cancer. She has helped plan as well as attended many of the Family Nights, has been instrumental in helping the district pass referendums, and is notorious for finding items her students are in need of, and purchases them with her own money (ex. shoes, boots, mittens, snacks).

Renee has been active in staying current with practices and techniques in education. She has taken part in professional development opportunities such as Autism trainings, NVCI classes, as well as CPR. Renee is at work every day before her scheduled hours, and will often stay late. She likes to attend staff meetings on her own time, and has shared presentations regarding the trainings she's participated in.

Principal Martha Knudtson said, “Having this opportunity to work with Renee is a great honor. She is upbeat, kind-hearted, and is always smiling. Renee is a real pleasure to work with, and I'm proud to call her a colleague as well as a friend!”

www.rhinelander.k12.wi.us
(715) 365-9700



Herb Kohl Foundation Principal/School Administrator Nomination Forms Now Available

Principal/school administrator nomination forms for the 2017 Herb Kohl Educational Foundation Leadership award can now be obtained from the Association of Wisconsin School Administrators www.awsa.org and the Wisconsin Council of Religious and Independent Schools www.wcris.org. The deadline for submission is September 23, 2016. Leadership awards are \$3,000, with an additional \$3,000 grant going to the school of each selected Herb Kohl Leader. The Herb Kohl Educational Foundation awards 16 Leadership awards annually from among all applicants throughout the state.

For principals and school administrators to be eligible, they must be nominated by a parent, student, teacher, community member, or other school principal or administrator.

“Wisconsin principals and school administrators provide the outstanding leadership that drives success for our students and teachers.” said Herb Kohl. “In recognizing them, we aim to highlight their efforts and the best practices for school leadership.”

By September 23, completed nomina-

tion forms for public school principals must be submitted to the Association of Wisconsin School Administrators, and nomination forms for religious and independent school principals must be submitted to the central education office of the diocese or jurisdiction with which the principal's school is affiliated.

Award recipients will be selected in February 2017 and notified of their selection in early March. Recipients will receive their awards during recognition banquets in April 2017.

The Herb Kohl Educational Foundation Leadership award program is co-sponsored by the Wisconsin Newspaper Association Foundation, Wisconsin Department of Public Instruction, Wisconsin Council of Religious and Independent Schools, Association of Wisconsin School Administrators, and the state's 12 cooperative educational service agencies.

Website: www.kohleducation.org

2017 Herb Kohl Public School Teacher Fellowship Program

The Kohl Teacher Fellowship program recognizes and supports teaching excellence and innovation in the State of Wisconsin, USA. Our goal is to support teachers in the pursuit of their unrealized goals for their classrooms or professional development. The Foundation will award 100 Wisconsin teachers with \$3,000 Kohl Fellowship grants, 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.

Nomination Process

To be eligible to compete for a fellowship, teachers must be nominated by parents, teachers, students, community members, or school district administrators. Because the purpose of this program is to recognize the contributions of Wisconsin classroom teachers, those staff members whose assignments are administrative or supervisory are ineligible. Nominees must have daily face-to-face contact with students.

Classroom teachers in Pre-K through Grade 12 who plan to continue teaching in their current capacity for at least one year are eligible for nomination. Teachers in special services, such as reading resource teachers, speech therapists, guidance counselors, and instructional media personnel, gifted and talented teachers, instructional resource or interventionist, school psychologist, school nurse or school social worker are also eligible.

Blank nomination forms are mailed to all Wisconsin schools each September.

Completed nomination forms must be submitted to the Department of Public Instruction no later than September 23, 2016.

Website: www.kohleducation.org

Kimberly School Forest Grows from Community Support Continued from Page 1

District is able to apply for grants to create educational opportunities for students at all grade levels. With the help of Calumet County Forester Frank Kirschling, they began brainstorming ideas. Project Green, an environmental student club at KHS, also has an avid interest in the school forest.

Open-Air Outdoor Learning Center

In early 2013, the District received a generous donation from Marie Ruys to support the construction of an open-air outdoor learning center in the Kimberly High School Forest.

Her meaningful gift has provided a space for students to study and appreciate nature. This gift provided a significant step forward in the development of the forest as a learning resource.

A grant from the Wisconsin Environmental Education Board (WEEB) was used to create an Education Plan that integrated the school forest into curriculum district-wide. The Education Plan was drafted by a team of district educators on a School Forest Com-

“Students of all ages can explore the forest and creek, studying different concepts at varying levels of complexity. There are activities that students of all ages enjoy and learn so much from — such as collecting and identifying organisms in the creek.”

mittee. Their goal was to connect multiple subjects in grades K–12 to the school forest.

The learning center and Education Plan’s curriculum provide students with the possibility of more hands-on learning options, including staging areas for students to gather for instruction. Students currently access the forest for science classes, such as ecology, biology, earth science and Advanced Placement Science studies. Art and photography classes also find inspiration in the setting. There are many new opportunities that can be developed for students such as outdoor art classes, night astronomy viewings and scientific observation of the heron rookery.

“There is always something new and interesting going on in the forest and Garners Creek,” said Katie Heling, science teacher at KHS and Project Green advisor. “Students of all ages can

explore the forest and creek, studying different concepts at varying levels of complexity. There are activities that students of all ages enjoy and learn so much from — such as

collecting and identifying organisms in the creek.”

Outdoor Learning Shelter

Last school year, our local energy company approached the District with a cooperative proposal — they were interested in using a small portion of District-owned land to house a small utility regulator facility and in return they would provide funds to benefit Kimberly students.

The partnership provided the following new opportunities for Kimberly students:

- Creation of a new student scholarship related to trades at a two-year technical college
- Donation to support construction of an outdoor learning shelter in the School Forest
- Educational sign in the school forest

With the financial support, a new covered outdoor learning shelter is being constructed. This facility allows for more educational opportunities because it offers protection from the weather.

The Building Construction 2 class at Kimberly High School, which takes on one to two community focused building projects each school year, came forward and offered to construct the new shelter. These students are

learning valuable hands-on skills under the direction of educators and area experts while making a lasting contribution to our community.

This project inspired additional support from local companies, too. One of them has donated a large portion of the foundation pavers and provided education to the KHS students on how to properly install the pavers. The contributions of the pavers and the construction work by KHS students, allows the school to put more of the shelter’s budget into enhancing the structure itself.

Our students benefit from the support of the community in so many ways. Through these new opportunities, they will graduate better prepared for college and careers. “There are lessons to be learned that only the outdoors can provide,” said Dean Simon, science teacher at KHS and Project Green advisor. “A full education should always include trips into nature.”

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

Jefferson Elementary School Success Story Continued from Page 1

he has created opportunities for book study groups, Google and technology training, as well encouraging attendance at conferences and training.

Along with our new leader, 2014 brought a new data coach who supports and promotes best practices. In addition, of 40 Jefferson teachers, 14 have an additional ELL certification, while eight teachers have their 316 teaching license. A majority of the seven interventionists (including ELL teachers) have had reading and/or math specialist certification.

RtI Implementation

Now in our fourth year of implementing the RtI framework, we at Jefferson believe that RtI is something you DO, not something you BUY.

Maintaining and furthering tier 1 universal implementation is the primary mission of our data coach. Our selected and intensive teachers deliver research-based interventions and use well-run procedures. Working together, they assist students who are in the most need of additional skills, guidance, and help.

Collaboration and Communication

Solid communication and collaboration are essential to ensure all educators are clear

on agreed-upon instructional practices, objectives, and expectations. This also allows us to monitor student struggles and progress.

To facilitate this communication, our tier 1 data coach meets weekly with the teachers and interventionists to discuss universal practices. In addition, each grade level meets with their interventionist each month. Our core Data Analysis Team (DAT) meets weekly to monitor progress of tier 2 and tier 3 supported students, as well as address building-wide academic issues. To keep parents informed and involved, each interventionist reaches out monthly to both the classroom teacher and parents using Google apps or old-fashioned pen and paper.

Parents and Community

Successful implementation of an RtI system is made easier when parents and the community are involved. We have made a

For the eighth year in a row, we were awarded with Wisconsin’s Title 1 award “Beating the Odds,” reserved for the top 25 percent of high-poverty schools in the state. This recognition means our school has above-average student achievement in reading and mathematics when compared to schools from similarly sized districts, schools, grade configurations, and poverty levels.

conscious effort to purposefully engage families with their children’s education.

Two successful events have helped us build goodwill and community: Family Literacy Event and a Math Game Day.

Our school’s Literacy Event was tied into the Sheboygan Area “Children’s Book Festival,” a week-long celebration of youth literacy, which brings together authors and their readers.

After overwhelming attendance and positive feedback for our first event, we decided to host another academic family event featuring low-cost games that enable parents to practice math with children — while having fun.

Hard Work Pays Off

Now we are starting to see some results. For the eighth year in a row, we were awarded with Wisconsin’s Title 1 award “Beating the Odds,” reserved for the top 25 percent of high-poverty schools in the state. This recognition

means our school has above-average student achievement in reading and mathematics when compared to schools from similarly sized districts, schools, grade configurations, and poverty levels.

In addition, data from previous statewide tests are showing that — compared to like schools with similar demographics and enrollment in Sheboygan Area School District — Jefferson students are making improvements.

While Jefferson is starting to see some success, we realize these achievements are just the beginning of our journey. We know that one of our many “next steps” is to focus on moving more of our students into the proficient range for math and reading. As we continue to build our framework, Jefferson staff will continue forward with focus and drive, giving that promise to every student, every day to be our best — so that they can be theirs.

www.sheboygan.k12.wi.us
(920) 459-3500

Economics in Education Award Goes to Frank Crivello



Frank Crivello (center) with his economics students at Clinton High School, displaying the "James E. Flora Award for Excellence in Teaching Advanced Economics" that he recently received.

Clinton Community School District

Mr. Frank Crivello, economics teacher at Clinton High School, recently received the "James E. Flora Award for Excellence in Teaching Advanced Economics" from the Wisconsin Council on Economics Education, Inc. The award was presented by Tim ODriscoll, Director of EconomicsWisconsin's affiliated Center for Economic Education at Lakeland College Milwaukee. The awards ceremony took place at the 26th annual Association of School Economics Teachers Conference held in the SKYY Lounge at Miller Park, with

also the president of the Wisconsin Council for Social Studies, and an active member in the National Council for Social Studies. This is only the second year in which the award has been granted. The first year recipient had been a student teacher for Flora and since has been teaching at Arrowhead High School in Hartland, Wisconsin.

Crivello goes the extra mile in and out of the classroom to keep students engaged and learning. Crivello has been teaching at Clinton High School since the fall of 2000.

more than forty K-12 Wisconsin economics teachers in attendance.

The award is designed to recognize teachers who go beyond their expected duties as a teacher to make economics fun and interesting for students. The award was named in honor of James E. Flora, a former economics teacher at New Holstein, Wisconsin, who was

Classes currently taught include economics, U.S. history, AP history, political studies, and sociology. Crivello incorporates fun, engaging, hands-on activities in his classroom to enhance learning. He helps students take part in the stock market exchange contest so they can learn first-hand how the stock market works. He conducts a commodities market in class in which students can sell and trade items of their choosing, usually food items, to learn how the commodities affect economics. Crivello has also taken teams of students to participate in the Marquette University School of Business Case Study Competition for the past 10 years. One year the Clinton team tied for first place with a team from Addison Trail, which is a large high school in the Chicago area. This was quite an accomplishment for the team. Crivello stated, "It was a phenomenal experience for me, to see my students from a small town school compete and win against students from much larger schools." Crivello also took a team of students to compete in the "EconomicsWisconsin" Economics Quiz Bowl last spring, where they took third place.

Crivello many times invites guest speakers into the classroom to give students a real-world view of the issues and principles taught in class. One such speaker who has visited the classroom many times is Mr. Steve Kadamian, a business

professor at Rockford University. Students complete industry analysis projects and give presentations to the class, while Kadamian is present. He critiques the presentations and offers suggestions to help with greater understanding of each business presented.

Crivello is also active in other areas. He currently coaches football at Clinton Middle School. He has coached middle school wrestling in the past, and also used to be the adviser for the National Honor Society at the high school level. Crivello was also a semifinalist for the Kohl Scholarship while teaching at Beloit Catholic High School before coming to Clinton.

One thing that makes Crivello very proud and happy to be a teacher is when his former students return to the high school to visit. He enjoys hearing about their first year in college and how they reflect upon what they learned in one or more of Crivello's classes and how it helped them in their college courses, or was simply a review of what was covered in high school. He enjoys knowing that he has helped in some way to further his students' education.

www.clinton.k12.wi.us
(608) 676-5482



EconomicsWisconsin

Teaching Economic Skills to Last a Lifetime

The Wisconsin Council on Economic Education, Inc., better known as EconomicsWisconsin, is a non-partisan, non-profit organization with the following mission:

EconomicsWisconsin strives to be a unique, non-partisan partnership of leaders in business, economics, and education that provides economics and financial literacy curricula and programs to teachers, students, and adults throughout Wisconsin, so that its residents can better understand, compete, and succeed in the global economy.

Schools have been the major focus of our work these past five decades. Our reach includes over 170 Wisconsin school districts and 300 schools in 64 Wisconsin counties.

Please refer to the back page for additional details regarding the range of our programs for students of all ages, teachers, school administrators, superintendents, and school board members.



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

TRANSFER YOUR CURRENT CREDIT CARD BALANCE

2.99%^{APR*}

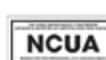
FOR THE NEXT 12 BILLING CYCLES!



CONTACT US TODAY TO TRANSFER!

WEA Credit Union

800-457-1142 . weacu.com



Membership eligibility required.

*APR = Annual Percentage Rate. Some restrictions apply. Limited time only.

School District of New Berlin Includes ‘College and Career Ready’ Dispositions in Grading and Reporting

School District of New Berlin

In response to a growing concern that students are graduating high school — and in some cases college — without the social and emotional skills to effectively navigate the worlds of post-secondary education, training and employment, the School District of New Berlin (SDNB) has taken action.

Beginning with the 2014–15 school year, students were asked to “self-report” on their level of confidence on dispositions such as productive self-concept, a value for lifelong learning, leadership, growth mindset, school performance, safety and more. They were also asked to report on how confident they were regarding their ability to successfully set personal, academic, social and career goals and develop action plans to achieve them through the Academic and Career Planning process.

The District has expanded its advisory curriculum in grades 7–12 to purposefully focus on the understanding and development of these dispositions. Student surveys were repeated in 2015-16 and have shown a marked improvement.

“It would be easy to assume the concerns voiced by industry and post-secondary education providers don’t apply to our students,” said Superintendent Joe Garza. “We wanted to ensure

we were doing all we could to make sure students and their families were informed about the importance of these dispositions for their future success. This is a key component of our Vision of the SDNB Graduate.”

The District also wanted to determine if students are successfully applying these dispositions in the classroom. All students in grades K–12 now receive feedback on their report card regarding the student’s level of engagement, social behavior, self-management, and growth mindset as seen in creativity, innovation, and perseverance from each of their teachers. This provides students and their families with feedback on the skills needed to be successful both inside and outside of school, both pre- and post-graduation.

“This also clarifies the importance of these dispositions for our teaching staff so we can intentionally discuss the instructional practices that can help reinforce the development of these skills over time,” said Eileen Depka, Director of Data and Assessment.

As part of the implementation this year, each school worked to identify the criteria important to the disposition by course or grade level in order to allow flexibility. The report card data for each of the dispositions are gathered and analyzed to determine areas of strength and challenge as well as determine next steps. This is a baseline year.



but the intent is to measure growth over time.

“We are extremely encouraged by our results to date and will continue to work with our district and building administrators as well as our instructional staff to ensure these dispositions are intentionally developed along with our student’s academic and technical capabilities,” Garza added.

www.nbexcellence.org
(262) 789-6200

The 2016 Teaching Today WI Dream Career Essay Contest

Open
Sept. 10th for
submissions

WIN MONEY AND PRIZES FOR YOUR “DREAM CAREER”!

Share your “Dream Career” with the readers of *Teaching Today™ WI*! Submit your essays or Powerpoint presentations, and you could win cash prizes to use towards your future “Dream Career” and have your entry featured in the pages of *Teaching Today™ WI*.

- \$200.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six winning entries.
- \$75.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six Honorable Mentions.

THIS CONTEST IS OPEN TO ALL WISCONSIN HIGH SCHOOL STUDENTS

Essay entries are to be between 500 and 600 words in length. A Word document or PDF is preferred. Power point entries must be accompanied by a 175–225 word description to run in the print copies of *Teaching Today WI*. Links to power point entries will be posted on the *Teaching Today WI* website and blog site.

We will be featuring the six winners in our Holiday Issue which will be released in mid-December. The six honorable mentions will be presented in the following three issues.

This contest begins on September 10th, and the deadline for submissions is December 1st at 6:00 p.m.

Watch the next issue for
details on our First Annual
**MIDDLE SCHOOL DREAM
CAREER ESSAY CONTEST**
starting October 1st!

Whatever your dream career is,
Teaching Today WI wants to read
about it! Submit your essay soon!

SEND ENTRIES TO: andria@teachingtodaywi.com
or renee@teachingtodaywi.com.

Call Renee at 715-839-7074 or
Andria at 715-360-4875 with any questions.



WISCONSIN'S technical colleges

We are futuremakers

CAREER INTEREST QUESTIONNAIRE

students can discover their interests and explore careers:
wistechcolleges.org/explore-careers



OF THE FASTEST GROWING OCCUPATIONS,

2/3

WILL REQUIRE A TECHNICAL EDUCATION, BUT NOT A FOUR-YEAR DEGREE

REAL-WORLD INSTRUCTORS

TEACH

CUTTING-EDGE TECHNOLOGY

THERE ARE MORE THAN

600

 TRANSFER AGREEMENTS

BETWEEN
WTCS

AND OTHER
HIGHER
EDUCATION
INSTITUTIONS

Do you know all the benefits of **CAREER & TECHNICAL EDUCATION?**

Encourage your students' success through Career & Technical Education (CTE) Opportunities
Learn more about the benefits CTE offers here: <https://www.acteonline.org>

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

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

to either a 2-year or a 4-year college.

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

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

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

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

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



Clinton Students Learn About Energy



Clinton Community School District

CHS Physics Lab on Elastic Energy

Students in Mrs. Cindy Gander's physics class at Clinton High School studied the way elastic energy works and is measured. Elastic energy involves things such as springs, bouncy balls, and rubber bands, to name a few. Elastic energy works by compressing the item and then releasing it, which causes the item to release more energy than it possesses in its natural resting state. For example, when a rubber ball is thrown onto the floor, part of that ball is compressed when it hits the floor, and as the compression releases, it creates energy to propel the ball upward again.

To demonstrate and measure the effects of elastic energy, students in the physics class used a spring, ball bearing, and ramp. They compressed a spring, placed a ball bearing on a ramp in front of the spring, and then released it, creating the elastic energy that sent the ball bearing up the ramp. The further the ball bearing traveled, the more energy was released by the spring.

Students varied their results by compressing and releasing the spring at different increments and measuring the distance the ball bearing traveled up the ramp. They also adjusted the height of the ramp to measure the effects of incline on elastic energy. Students learned that the more compressed the spring was, the more energy it released. By adjusting the ramp, they learned that the distance the ball could travel was inversely proportional to the energy needed to move it up the steeper incline.

CMS Students Learn about Energy Transfer

Students in Mr. David Fridley's sixth grade science classes studied energy and learned about different ways in which energy

is transferred. Using a LEGO Mindstorms EV3 kit, which measures energy levels, students were able to determine the amount of energy that was transferred from one source to an object that could use that energy in various ways. Students conducted a lab in which they measured wind energy and solar energy. This proves the Law of Conservation of Energy, which states that energy is not created or destroyed, but changed or transformed.

Students connected energy meters to the energy source, which in their lab was a windmill or a solar panel. They demonstrated how windmills take kinetic energy from wind while solar panels take light energy, and both turn that energy into electrical energy.

Students used fans to make the windmills spin, which produced energy that was stored onto a battery. They used lights to store energy into the solar panels. The meter measured the amount of energy that was stored into the battery and solar panels. Some of the variables that affected the amount of energy included the length and number of blades on the windmill, the strength of the wind, and length of time the wind blew on the windmill. Variables for the solar panels included the angle of the light and the intensity of light source, which was adjusted by distance, and placing cellophane over the light to mimic clouds. Once the energy was measured, students had several calculations to perform before drawing conclusions about the amount of energy from each source.

Once students completed their calculations they shared their results with the rest of the class. This helped everyone to see the bigger picture, as they were able to look for similarities and differences between the groups. They could then try to conclude why groups had varying results, or why some of the data may not be accurate. Students enjoyed this lab and were better able to grasp

the concept by completing the experiments themselves.

CMS Measures Food Energy

Students in David Fridley's sixth grade science classes had the opportunity to measure the amount of energy that is generated by different types of food when it is burned. This was compared to the way in which the human body burns food for energy.

Students were given peanuts, saltines, almonds, Pringles potato chips, caramel flavored rice cakes, cheese puffs and marshmallows. They constructed a burning mechanism using a lump of clay and a paper clip shaped to hold the food. This was placed below a can of water. The temperature of the water was measured to get a base reading. The pieces of food were weighed to determine the mass of each one. Each piece of food was fastened to the paper clip on the lump of clay and lit on fire. As the food burned, it heated the water above it. Once the food was done burning, students measured the temperature of the water once again and used the change in temperature from beginning to end to calculate the amount of energy released by the food. After burning each type of food and calculating the results, students then graphed the data.

Graphs included the total amount of energy released and the amount of energy released per gram of food burned. Students learned that different types of food release different amounts of energy, and sometimes the larger pieces did not release as much energy as the smaller pieces.

This helped to determine whether or not a specific type of food contained much energy. Students found that if a larger piece of food put out the same amount of total energy as a smaller piece of a different food, then its energy per gram would be lower, meaning that a person would have to consume more of that type of food to gain the same amount of energy as a smaller amount of the other food. This was an enjoyable way for students to actually see how food can affect their energy and overall health.

www.clinton.k12.wi.us
(608) 676-5482



NEW
K-12 Lesson
Plans
Online!

Learning
Comes **ALIVE!**

**NATIONAL
EAGLE
CENTER**

W a b a s h a , M N

To schedule your field trip or school program call us
or email programs@nationaleaglecenter.org

Tel: 651.565.4989 nationaleaglecenter.org

The STEM field trip that comes right to your school!



Mission Control to all 4th through 8th Graders . . .



Climb aboard the Dream Flight USA STEM Shuttle for an exciting, hands-on learning experience!



- Design a space station
- Study lunar and solar eclipses
- Learn to read star maps
- Discover spectrometry
- Operate a robotic arm
- Find out what it's like to work in space
- Led by experienced educational professionals



We give students Space to Learn!

www.dreamflightusa.com

For your personal Dream Flight STEM Shuttle experience, call 715-845-6392, or e-mail: dream@dreamflightusa.com

*Scheduling now for the 2016–2017 School Year!
Contact us today to have the Dream Flight STEM Shuttle visit your school!*

Student Contests and Awards

Regeneron Science Talent Search

The Regeneron Science Talent Search (Regeneron STS), an annual program of Society for Science & the Public (SSP), is the nation's most prestigious science research competition for high school seniors. SSP has provided a national stage for the country's best and brightest young scientists to present original research to nationally recognized professional scientists since 1942.

Three hundred semifinalists receive \$2,000. Each school receives \$2,000 for each semifinalist named. Forty finalists compete for the top 10 awards, with a top award of \$250,000 awarded.

Deadline: Transcripts and recommendations are due November 9, 2016. Technical support requests are due November 15, 2016. Applications and all materials are due November 16, 2016.

Website: student.societyforscience.org/apply-science-talent-search

Siemens Competition in Math, Science & Technology

The Siemens Competition in Math, Science & Technology 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 two- or three-person team. Individual projects promote independent research, while team projects foster collaborative research efforts as well as individual contributions to the cooperative endeavor.

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

Deadline: All competition materials are due September 20, 2016. Individuals or teams entering a research project in the competition must register online prior to the deadline date.

Website: siemenscompetition.discoveryeducation.com/

Team America Rocketry Challenge

The Team America Rocketry Challenge (TARC) strives to inspire the next generation of engineers and technicians to join the aerospace industry. The challenge is an extra-curricular, hands-on, project-based learning program incorporating aerospace-specific science, technology, engineering, and mathematics (STEM). Teams of three to 10 students design, build, and fly a rocket. Each year a unique task is included in the challenge.

Prizes up to \$100,000 are awarded.

Deadline: Entries are accepted September 1 through December 2, 2016.

Website: rocketcontest.org

Bright Schools Competition

Through the Bright Schools Competition, which will award nearly \$40,000 in prizes, students in grades 6–8 located in the U.S. and Canada, are asked to explore the correlation between light and sleep using scientific inquiry or engineering design concepts. Students will measure the amount of light available in the classroom, compare and analyze light measurements, and create and submit an original project that demonstrates their understanding of the effects of light and sleep on student health and performance.

Deadline: Competition registration is now open and submissions will be accepted until February 6, 2017

Website: brightschoolscompetition.org/

JFK Profile in Courage Essay Contest

The book "Profiles in Courage," written by President John F. Kennedy and published in 1956 when he was a US Senator, inspires the 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: Applications are accepted September 1, 2016 through January 4, 2017.

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

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.

The grand prize winner receives \$100.

Deadline: Entries due October 1, 2016.

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 Grand Prize Winner will receive a 10-day Galápagos Family Adventure for the winner

Continued on Page 21

FREE Educator's Guide

10 Money-Saving Tips New Teachers Want to Know

If you are a recent grad and young educator, you may be feeling overwhelmed by new responsibilities and financial obligations.

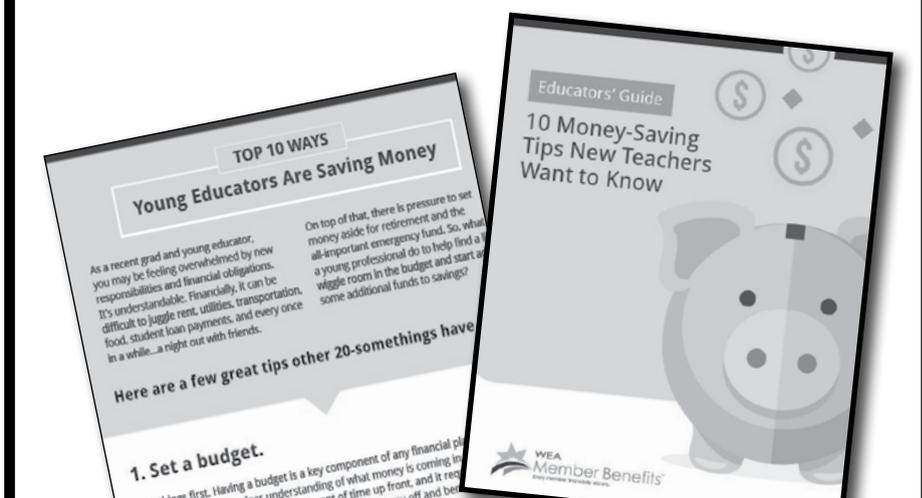
You're not alone—it can be difficult to juggle rent, utilities, transportation, student loan payments, food, and every once in a while...a night out with friends.

We're here to help you find some balance with our free eBook.

- **Get smart with helpful financial tips** and surprising facts.
- **Find free resources** you can use right away to help you plan and learn.
- **Read about real life financial challenges** and solutions from other young educators.

Download your free eBook:

weabenefits.com/10-money-saving-tips-for-young-teachers/



1-800-279-4030

weabenefits.com



WEA Member Benefits™

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

This article is for informational purposes only and is not intended to constitute legal, financial, or tax advice. Certain recommendations or guidelines may not be appropriate for everyone. Consult your personal advisor or attorney for advice specific to your unique circumstances before taking action. For a list of program disclosures, visit weabenefits.com/disclosures.

*"Courage is doing what you're afraid to do.
There can be no courage unless you're scared."*

—Eddie Rickenbacker

Letting Go with Buddha Boards

By Cyndia Robinson
The Meemic Foundation

A Buddha Board was probably the last thing Amy Heimerl expected to find when she attended the Applefest in Bayfield.

She stopped by a chic art shop while at the festival and became captivated with the display: "I was mesmerized and had to purchase one for myself."

As a special education high school teacher at Merrill High School, Amy concentrates on emotional and behavioral disabilities. So when she went home to test it herself, she realized how great a tool it could be to help her students with self-expression.

The Buddha Board is a small painting board that uses water to create an image. As the image dries and the water evaporates, so does the image. After seeing the effect that it had on her, Amy knew her classroom had to have these boards.

A colleague mentioned to Amy that funding opportunities might be available through The Meemic Foundation. Amy checked it out and found it was a quick and simple process to apply for a Meemic Foundation grant online. She was thrilled to learn that her grant was selected for funding, which meant she could buy the boards for her classroom. Now, Amy is using them as

an incentive when students finish their classwork early. She even allows students to use them on their lunch break.

After doing some research on YouTube, Amy learned a few instruction techniques to try with her classroom and plans to implement them in her health class during the upcoming semester. Over her 20 years teaching disabled children, Amy has tried many different techniques that help students maintain their behavior.

"Currently I use music, art, guided meditation, yoga, movement, etc., to assist students in maintaining an appropriate demeanor," she says. "Each student is different, so each student meets different degrees of success with each. However, every student who has tried a Buddha Board so far loves it!"

Amy found that the average student can find one or two coping mechanisms that work for them, but for her students, it can take as many tools as possible.

"With my students, it's not that easy. What works for them one day may not work the next. I want them to be equipped with everything they need so when they are no longer in school, they can rely on some of the skills and strategies they learned from me."

So far, her students love the Buddha Boards. They've shown to be a benefit inside



and outside the classroom, which is just what she wants, to make sure her students are ready for the real world.

"Helping my students realize that Buddha Boards may be a technique they find useful for relaxation, letting go and coping is one that is a life skill. After all, they won't be in the classroom setting all their lives."

The Meemic Foundation is currently accepting applications for two grants. The new Classroom Enrichment grant is being

offered in partnership with Lakeshore Learning. Recipients will be able to spend up to \$100 at www.LakeshoreLearning.com for items to enhance their classroom. The Traditional grant, up to \$500, can be used for a variety of classroom projects or professional development. Visit www.MeemicFoundation.org to join the Foundation Club and apply. Deadline for both is Sept. 30. To read more grant recipient stories, visit www.MeemicFoundation.org/Stories.

Personalized Learning



Shawn Galvin, Principal
Lincoln Elementary School
School District of Janesville

So, you have probably heard the term Personalized Learning used at a district meeting, in professional publications, or even on Facebook through Mark Zuckerberg's multi-million dollar donation towards advancing this work. So what is Personalized Learning anyways?

Personalized learning is about so much more than bean bags and Chromebooks. While a comfortable learning environment and technology are components that aid in personalizing the learning experience, the lack of them are not obstacles to implementing this educational philosophy.

At Lincoln Elementary School, we define Personalized Learning as an approach to learning and instruction that is designed around the individual learner's readiness, needs, strengths, and interests. Students are encouraged to customize their learning by actively participating in setting goals, planning paths, tracking progress, and determining how learning will be demonstrated. With Personalized Learning, children learn to take ownership of their education and ultimately become life-long learners on their own journey to greatness.

Personalized Learning has a broad definition in the literature. It can be everything from placing a student on an adaptive computer system, to complete autonomy for student's interest to solely drive learning with no alignment to standards, or, to simply differentiate the text level for reading groups. It is important to have a clear understanding of the foundational elements of Personalized Learning in order to evaluate the claim of "personalization."

Simply put, Personalized Learning gives students voice and choice in their learning.

- Students understand how they learn best so they are prepared for today, as well as their future as global citizens.
- Students are co-designers of their learning.
- Students take ownership of their learning.

The structure of Personalized Learning can be summed up in these questions:

- What standard does the data show you need to learn?
- How are you going to learn it?
- How are you going to show me your learning?

One of the key tenants of Personalized Learning is that it should develop efficacy in students. Personalized learning leader Dr. Jim Rickabaugh states in a blog-post, "Efficacy is the belief that one is capable of producing a result, meeting a challenge or accomplishing a task. For students, efficacy or self-efficacy is the belief that they can succeed and learn . . . we know that students who are efficacious persist in the face of challenge, learn from failure rather than becoming trapped in it, try different approaches and strategies, and do what it takes to succeed. Rich learning often occurs from significant struggle; the presence of a

strong sense of self-efficacy is important for learners to continue to stretch and grow and to move beyond present levels of skill and knowledge."

Personalized Learning is not a 'canned program' that can be purchased such as a new math series or the newest device! It is a philosophical shift that takes us from a compliance based model of education to a contribution based model. It prepares learners to be productive members of the world they will face as adults.

www.janesville.k12.wi.us
(608) 743-5000



Graduate Programs in Education AT CARTHAGE COLLEGE

Our curriculum is designed and delivered by educators who understand the current needs and trends in education, and we are dedicated to providing the programs needed to advance your career, gain licensure, or refresh your skills.

Master of Education

FIVE SPECIALIZED CONCENTRATIONS

- Classroom Guidance and Counseling
- Leadership in Teaching
- Curriculum and Instruction
- Higher Education
- Self-Designed Concentration

LICENSED CONCENTRATIONS:

- Administration/Principal's License (151)
- Reading Licenses (316 and 317)
- Cross-Categorical Special Education License (1801)
- English Language Learning License (1395)

Accelerated Certification for Teachers

- Designed for students who already hold a bachelor's degree to become a licensed teacher at the middle and high school level
- Accelerated, 14-month program
- 14 credits away from earning a Master of Education

Apply now: [CARTHAGE.EDU/GRAD](https://www.carthage.edu/grad)

Start your Master of Education degree at three convenient times: fall, spring, or summer.

FALL APPLICATION DEADLINE: SEPTEMBER 7

All Delavan-Darien schools recognized for positive behavior programs

All five Delavan-Darien School District schools have shown they provide quality environments that foster student learning and safety.



Courtesy of Delavan-Darien School District

The Wisconsin RtI Center (Response to Intervention) recognized each school in last year's round of RtI awards, which focus on how well schools implement the Positive Behavioral Interventions and Supports (PBIS) behavior education system.

Delavan-Darien High School, Phoenix Middle School, Turtle Creek Elementary School and Wileman Elementary School earned School of Merit awards, while Darien Elementary received a higher School of Distinction award.

"The Darien staff has worked extremely hard the last few years establishing and reinforcing positive expectations for each of the areas of the school," Principal Kelly Pickel said.

Pickel cited working with the bus company to establish and reinforce expectations on the bus, which has helped reduce the number of behavior referrals there. Also, the Peaceful Playgrounds project greatly reduced the number of referrals on the playground by providing more opportunities for activities.

Pickel said the school's PBIS leadership team meets regularly to review data and make adjustments and determine focus areas where

improvement is necessary based on behavioral data.

"The students have been learning and practicing our behavioral expectations and are rewarded frequently for their positive choices," Pickel said. "We are blessed with the commitment of the leadership team, the dedication the staff has given to PBIS, support from the parents, and the students' diligence in following the expectations."

At the school and throughout the district, PBIS is known as "The Comet Code." The code is the set of rules and expectations for all students in all areas of our buildings and campuses. It calls for everyone to "Be Respectful," "Be Responsible," "Be Safe" and "Be a Learner" at all times.

About PBIS

PBIS is a proactive approach that establishes safer and more effective schools not only in Delavan-Darien, but throughout the country.

Darien was one of 162 recognized as a School of Distinction by the Wisconsin RtI Center.

There were 222 schools statewide recognized as Schools of Merit, with DDHS, Phoenix, Turtle Creek and Wileman among them.

"To have an entire district recognized is quite an accomplishment," said Superintendent Robert Crist, Ed.D.

"These awards are the result of not just one person or a handful of staffers, but all staff contributed to this achievement," Crist said. "We have worked diligently for the last four-plus years, implementing this proven system in our schools. We have seen positive results each year since we began and these awards recognize the hard work of our building teams. I am very proud we have received these honors."

Turtle Creek received a Merit award last year and Phoenix in the 2012-13 school year.

Delavan-Darien High School first piloted PBIS and The Comet Code in the 2010-11 school year. The program has since grown to all five of the district's schools.

As a result of The Comet Code being in all Delavan-Darien schools, the district has seen improved student behaviors and reduced office visits, said Dr. Sara Halberg, Delavan-Darien's director of pupil services.

Staff frequently reviews student data and identify behavior concerns and areas where re-teaching is needed. School counselors and psychologists are involved in developing behavior plans for students who are more frequently in the office.

Schools often use a pre-determined calendar of teaching expectations and behaviors so that, virtually daily, students and staff were "on the same page" in learning about different expectations at the school. Also, the language is consistent across all schools so as students get older and progress through the buildings, there is familiarity with behavioral expectations. Teachers, too, have a common understanding of school-wide expectations.

By and large, students have also bought into the Comet Cash reward system. When students are "caught" doing something positive, they were rewarded with Comet Cash, which could be used to buy items (posters, gift cards, pencils, etc.), or special privileges such as having lunch with a teacher, reading to another

Students have also bought into the Comet Cash reward system. When students are "caught" doing something positive, they were rewarded with Comet Cash, which could be used to buy items (posters, gift cards, pencils, etc.), or special privileges such as having lunch with a teacher, reading to another classroom or having special show-and-tell days.

classroom or having special show-and-tell days. The Comet Cash can also be used in drawings for bigger raffle prizes in the middle and high school.

"As a result of the staff's commitment and dedication to enforcing the Comet Code, we witnessed our

behavioral referrals and discipline consequences reduce from 2014-15 to 2015-16," said Phoenix Middle School Associate Principal Jim Karedes, who will be principal at DDHS in the fall. "We continue to make changes to best meet the needs of our building and students."

In addition to behavior improvements, the district has seen some improvements in attendance rates over the years. The school cultures have improved and teachers are more receptive to acknowledging and encouraging both good academics and good behavior. Beyond that, parent involvement in school activities has also increased.

www.ddschools.org
(262) 728-2642

AVAILABLE THIS MONTH!

MANUFACTURING TODAY WI

In *Manufacturing Today™ WI*, you and your students will explore the world of manufacturing in Wisconsin, including:

- Manufacturing events in Wisconsin
- Manufacturing careers
- Manufacturing in K-12 schools.



Look for *Manufacturing Today™ WI* in your classroom with this issue of *Teaching Today WI™*



www.manufacturingtodaywi.com

Individuals don't get cancer - entire families do.

Angel On My Shoulder is a registered 501 (c) (3) non-profit cancer support foundation that offers **cost-free** camps to kids and teens with a sibling, parent, or grandparent living with cancer or lost to cancer. We provide them with a chance to have fun and grow in their shared experiences.

We have two exciting winter camps coming up soon!



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

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



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

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



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



Shell Science Lab Challenge

The Shell Science Lab Challenge, sponsored by Shell Oil Company (Shell) and administered by NSTA, encourages teachers (grades 6–12) in the U.S. and Canada, who have found innovative ways to deliver quality lab experiences with limited school and laboratory resources, to share their approaches for a chance to win up to \$93,000 in prizes, including a grand prize school science lab makeover support package valued at \$20,000.

Deadline: All entries must be received by 11:59PM EST on 1/23/2017, via online submission.

Website: www.nsta.org/shellsciencelab/

Paul Gagnon Prize

The National Council for History Education (NCHE) annually awards the Paul Gagnon Prize. The prize is awarded to either a teacher in kindergarten through grade 12 who exhibits exceptional historical scholarship, or to individuals or groups that have made a significant contribution to the promotion of history education.

A cash prize of \$1,000 is awarded, plus complimentary registration for the NCHE National Conference.

Deadline: Applications are due December 9, 2016.

Website: www.nche.net/awards

Save on Energy \$500 Teacher Grants for Grades K-8

Submit a lesson plan for a chance at \$500! Interested in winning \$500 for your classroom? SaveOnEnergy.com is looking for the best lesson plans for teaching students about energy or sustainability. Winners' lesson plans will be featured on SaveOnEnergy.com for other teachers to use as resources for their classrooms.

Deadline: Entries due October 21, 2016.

Website: www.saveonenergy.com/teacher-grant

Recycle-Bowl Competition

The Keep America Recycle-Bowl Competition invites all kindergarten through grade 12 schools in the United States to recycle for the chance to win prizes and receive national recognition. The competition seeks to establish new recycling programs within schools, increase recycling rates in schools that currently recycle, and provide teachers and students educational opportunities about recycling and waste reduction.

Deadline: Schools must register by October 14, 2016.

Website: www.kab.org/recycle-bowl/why-recycle-bowl

EcoChallenge

The EcoChallenge is an opportunity to change your life for good. For two weeks every October, you are challenged to change one habit for the Earth. Choose your challenge and connect with other EcoChallengers, and collectively, prove that small actions create real change.

This year's EcoChallenge is October 14-28, 2016.

Website: ecochallenge.org

Nutritional Supplementation vs. Performing Enhancing Supplements

Continued from Page 5

Nutritional supplements are a different story, when using a nutritional substance, an athlete still has to be mindful about what they are putting into their bodies, but these substances are going to be less harmful than the performance enhancing substances and the banned list of substances. If the substances are just add-ons to normal nutrition, then they should be able to be used without any worry. With high school and even college athletes, it will be helpful if there is some guidance in the use of nutritional supplements. The nutritional supplements that are going to be the safe options are going to be the drinks that replace electrolytes and vitamins.

The thing to keep in mind is the fact that athletes just need to be mindful about what they are putting in their bodies. They also need to make sure that they are keeping in mind what the banned substance list is so they are making



sure that they are not ingesting anything that is going to be illegal for them. The rule of thumb with supplements is to make sure that you are "buyer beware".

"The important thing is not to stop questioning. Curiosity has its own reason for existing."

—Albert Einstein

CONNECT WITH TEACHING TODAY WI!



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



facebook.com/TeachingTodayWI

Read this newspaper, then join us at the

Teaching Today WI Educational Blog

Timely articles of interest on:

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

teachingtodaywi.wordpress.com



Student Contests and Awards

Continued from Page 16

and one parent or legal guardian. Other prizes include cameras, toys, and books.

Deadline: Entries must be uploaded or post-marked by October 15, 2016.

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

Constitution Day Art Contest

Grab your colored pencils, markers, crayons, finger-paints or watercolors and design a handmade poster showing how you and your family benefit from the freedoms embodied in the U.S. Constitution. Open to all students in grades K-12.

Deadline: Entries must be postmarked by October 1, 2016.

Website: www.constitutionfacts.com/constitution-poster-design-contest/

Get-To-Know Contest:

The Contest invites you to get outside and create original works of art, writing, photography, videography and music inspired by nature. Get Outdoors and "Get to Know Your Wild Neighbours".

Deadline: Open to all U.S. residents 19 and under. Ends November 1, 2016.

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

Green Bay Hosts Summer Learning Academy to Engage Staff and Benefit Students



Green Bay Area Public School District

Each summer, Green Bay Area Public School District teachers and staff are hard at work learning about new technology to better engage students and enhance their learning. The District's technology department hosted an inaugural "Summer Learning Academy" in August 2016, where technology integrators and teacher leaders offered 200 informational sessions to staff over a three-day period. Overall, more than 350 District staff members attended the Summer Learning Academy on a voluntary basis.

The Summer Learning Academy covered a variety of topics, including: engagement to increase student achievement, combining literacy with technology, responsible use of classroom technology and internet safety, and more. Staff members were also introduced to new learning and teaching tools for students including Bee Bots and SMART Tables.

Amy Sterckx and Lisa Olson are two of the technology integration specialists who helped facilitate the District's Summer Learning Academy. Sterckx and Olson were proud to offer this learning opportunity for teach-

ers, and believe using technology effectively can be an integral part of student learning. "Many of the new tools we've demonstrated to staff will help teach students problem-solving, vocabulary development, working as a team, and how to follow directions," Olson said. "Learning these skills and getting students interested in science, technology, engineering, and math at a young age is very important."

During the Academy Olson showed teachers how to use Bee Bots, which are robots designed specifically for children. As students learn to "program" the Bee Bots, they begin to learn the principles of coding, expand their vocabulary, work collaboratively as a team, and are given control of their own learning in a playful, engaging setting. "Even though Bee Bots are fun and exciting for children to use, they are very educational," says Olson. "Bee Bots really get students thinking about future careers in engineering, video game design, coding, computer science, and so much more."

SMART Tables were also a feature of the Summer Learning Academy. A SMART Table is a large touch-screen mounted on a table that allows 8 students to use interactively. SMART Tables assist student learning in traditional academic areas like mathematics and geography, but they also teach students soft-skills such as sharing, taking turns, and

working collaboratively with others. SMART Tables are wheelchair accessible, and can be used in special education for non-verbal students, students with autism, and other learners who have difficulty communicating. "SMART Tables allow students to appropriately communicate and demonstrate their learning, while allowing them to be self-sufficient, independent learners," said Sterckx. Green Bay currently has 13 SMART Tables that are used in various schools across the District.

Put simply, the Summer Learning Academy's goal was to inspire, excite, and support teachers, while empowering them to engage students with new learning and technology tools in the 2016-17 school year and beyond. "By using these unique learning tools such as SMART Tables and Bee Bots, our hope as educators is to create a love of learning in our students, and a love of coming to school."

www.gbaps.org
(920) 448-2000



Library Olympics in Land O' Lakes Help Kids Imagine What the Actual Olympics Would be Like

By Katie Leszcynski

This round of summer Olympics will make a lasting impression on younger generations. For kids, these Olympics are the first ones that they'll be able to remember. At the Land O' Lakes Public Library Wednesday afternoon, kids competed in different events as if they were in Rio.

The stage might not be as big, but to Kimberly Tomaszewski, Land O' Lakes looked a little like Rio.

"It felt like I was actually in the Olympics," she said.

The Land O' Lakes library put on Olympic events of their own, and they found a fun way to get the kids to the library.

"It's a cool way to get the kids out, moving, and at the library, which is always our goal," said library employee Karen Weber-Mendham.

The events were some of those that you

can see in Rio.

"Hurdles, bicycle races, badminton, sprint," said library Olympics athlete Haley Shoemaker.

"They could do a lot of flips on the bars," said Tomaszewski. "Then when I got here, it was hard to just do a somersault and walking on the beam."

The challenges were part of the point. The library used the games as a way to connect Olympic struggles with the challenge of learning to read. "Some people are naturally really good at it," said Weber-Mendham. "It comes very easily to some people and it's a lot harder for other people."

"Some people are naturally really good at it," said Weber-Mendham. "It comes very easily to some people and it's a lot harder for other people. It doesn't mean that there's not something for everybody to enjoy. There's a book out there for everybody."

Just like in the Rio Olympics where wind has been a factor, it has been a factor in the Northwoods as well. So kids had



to overcome it when participating in the events.

"We had Frisbee discus throwing, and we had pool noodle javelins. And of course we're throwing this way and the wind is going that way. So it didn't work quite as planned, but nothing really ever does, so it's fun no matter what," said Weber-Mendham.

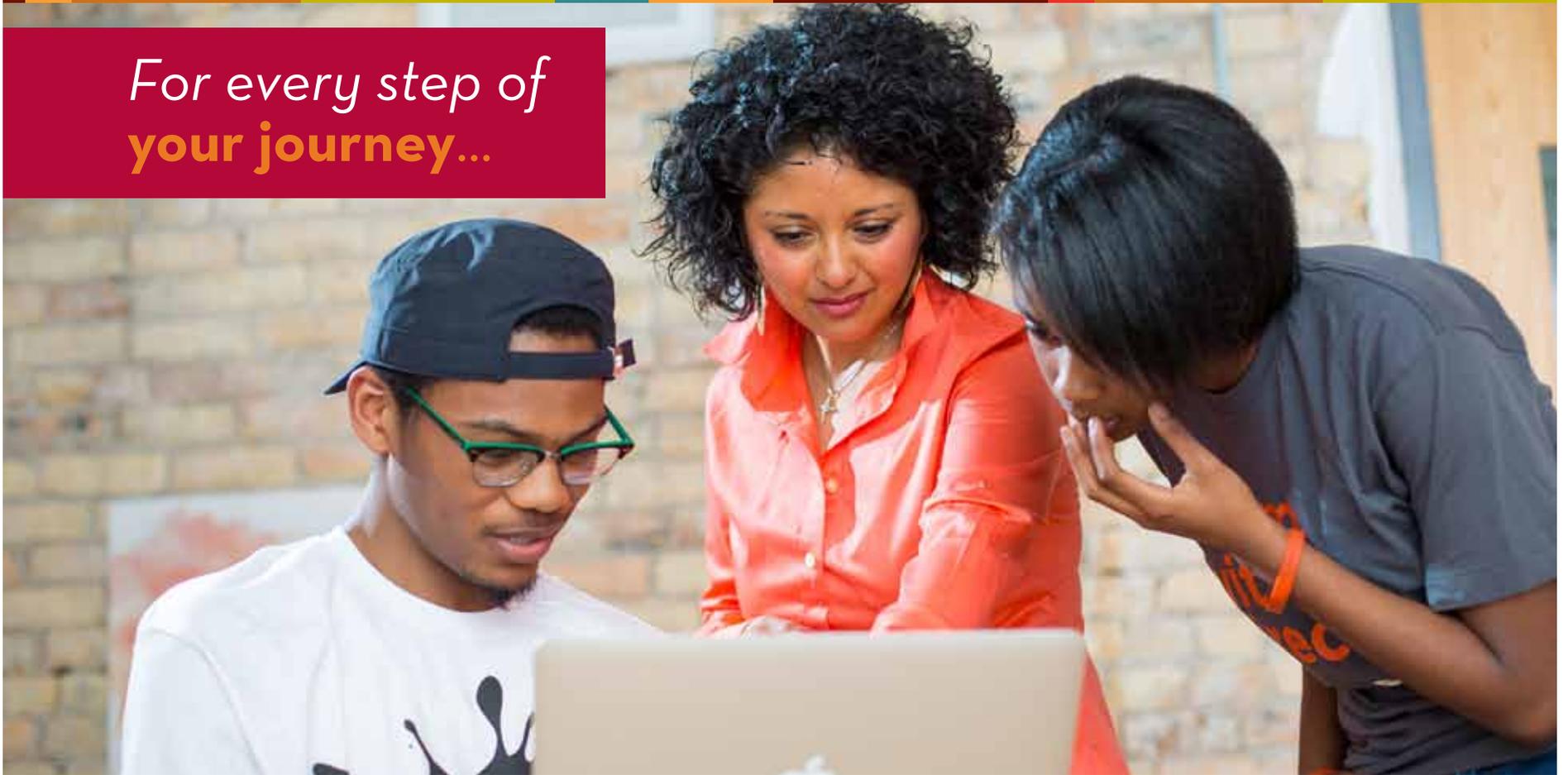
"Kind of makes you proud, and you think you've done something good for your-

self," said athlete Vovka Gehr.

"I'm not in the Olympics, but I'm sure it felt like how people get when they get the gold medal in the Olympics," said athlete August Nordine.

Reprinted with permission from WJFW

*For every step of
your journey...*



Alice Franco de Steppe, MA in Teaching '16

Hamline School of Education has the broadest array of graduate education programs in the region.

- **Doctorate of Education**
- **Administrative licensure**
- **Master's degrees:** education, English as a second language (ESL), literacy education, natural science and environmental education, teaching, and teaching English to speakers of other languages
- **Additional licenses and certificates** in areas such as autism spectrum disorder (ASD), bullying prevention, ESL, and reading
- **Continuing studies courses:** choose from more than 50 courses each term
- **Summer institutes:** ASD and literacy education

Scholarships are available for most master's programs.

Learn more about joining our community of learners at hamline.edu/teachtoday.

**Programs offered
year round on
campus or online.**



**HAMLINE
UNIVERSITY**

School of Education

EconomicsWisconsin

Teaching Financial Skills to Last a Lifetime

EconomicsWisconsin is a nonprofit, non-partisan organization led by business and professional leaders, and educators. We formed in 1963 as the Wisconsin Council on Economic Education, with the mission to help elementary and secondary school teachers gain competence and confidence teaching about our free-market economic system. EconomicsWisconsin provides teachers with access to resources that foster innovative, effective classroom practices and activities. We also strive to ensure that our state economics curriculum includes meaningful standards. Bottom line: *we teach financial skills to last a lifetime.*



TEACHER PROGRAMS

Get Your Students Pumped Up on Personal Finance and Economics!

Our yearly statewide conference at legendary Lambeau Field is geared to support K-12 teachers and community outreach educators — or anyone with an interest in enhancing the financial and economic literacy of individuals (young or old) within their community. The conference is scheduled for October 4, 2016 in Green Bay, in tandem with the Sixth Annual Wisconsin Summit on Financial Literacy.

*This conference will feature the statewide launch of **Financial Football**, a fast-paced, interactive game that engages students while teaching them money management skills. Sponsored by the NFL and VISA, a Green Bay Packers player will lead the game's roll-out. Packers President Mark Murphy will also be on hand to present the 2016 Excellence in Teaching Economics and Financial Literacy Awards at the Annual Luncheon.*



ASET Conference (Association of School Economics Teachers)

This one-day annual conference is held on the first Friday in December in Milwaukee and brings Teachers up-to-date on current economic events and issues. The 27th Annual ASET Meeting is set for December 2, 2016, at Miller Park.



STUDENT PROGRAMS



The SMS is a simple and easy method of learning how to invest in the stock market without using real money. Students in grades 3-12 manage hypothetical \$100,000 investment portfolios as they compete for a cash prize. All a team needs is a computer with internet access. Ten-week games are offered each semester. A separate year-long program runs each October to April. Our SMS is the only game in Wisconsin where teams compete for a trip to New York City to tour the New York Stock Exchange! We also award cash prizes for the School Year Challenge: the top three teams win cash and an invitation to the Annual Awards Banquet! Teachers and students on all winning teams are recognized the Banquet and receive T-shirts, certificates and medals. Please join us for an SMS Workshop at our offices on Wednesday, September 28.

School Year Challenge — Registration Deadline: Oct. 31, 2016

Trading Starts: October 10, 2016; Trading Ends: April 14, 2017

Fall 10-Week Challenge — Registration Deadline: Oct. 31, 2016

Trading Starts: October 10, 2016; Trading Ends: December 16, 2016

Spring 10-Week Challenge — Registration Deadline: Feb. 28, 2017

Trading Starts: February 6, 2017; Trading Ends: April 14, 2017

Get more information or register for these and other programs at: www.economicswisconsin.org

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

Visit us on Facebook and Twitter.

