

TEACHING TODAY WI™

WISCONSIN'S 4K-12 EDUCATION CONNECTION

Winter 2022, Volume 2

D.C. Everest Creates New Opportunities for Current Students and Alumni Pursuing Careers in Education



Michelle Rothmeyer, Coordinator of Communications
D.C. Everest Area School District

Two recently developed initiatives at the D.C. Everest Senior High provide current students and alumni with expanded opportunities in the field of education — the Teachers Change Lives course and the Always an Evergreen Educator talent pipeline.

In January 2018, the D.C. Everest Senior High celebrated its inaugural Teachers Change Lives course graduates — 25 juniors and seniors who had completed a semester-long course that challenges students to take on the responsibilities of an educator. As DCE Superintendent Kristine Gilmore noted at the time, “Our goal in designing this course was to show you that as an educator you really can make an impact on a child’s life — and it’s an amazing experience. But,” she noted, “it’s not always

easy. You will have challenging days — and I’m sure you experienced that. But here you are — the first students to complete this course and impact the lives of others.”

Three years later, Teachers Change Lives remains popular with students interested in exploring a career in education. The semester-long course includes in-class activities on Mondays and Wednesdays, practicum experience on Tuesdays and Thursdays, and Fridays

devoted to prep days — creating lesson and discipline plans, assessments and blog posts that capture the students’ experiences. To gain practicum experience, students select a teacher mentor to work with based on which grade level and subject matter they would like to focus on. Besides the practicum experience, each student develops a portfolio — a collection of insights, photos, blog posts, thank you letters from students and the actual classroom plans they constructed — they can share when applying to universities. Claire Tesch, a current DCE Senior notes the course was “absolutely one of the best classes I’ve taken here at DCE. Being able to actively participate in an Elementary class and see first hand what it’s like to interact and teach Elementary students was the greatest experience.” She continues, “The course also showed me how much work

Continued on Page 4

The 2021-22 Teaching Today Wi Dream Career Essay Contest Winners

We would like to say a big hearty thank you to all of the high school and middle school students that shared their Dream Careers with us! Thank you to the teachers who inspire them!

Choosing the Winning and Honorable Mention entries is always a very difficult task. Some entries bring a laugh, a smile and even a tear. What has really stood out has been the passion, sincerity, and heart that is present in the words from so many of these young people.

This competition is open to all Wisconsin middle school and high school students. It is held annually from September until early January.

We will be publishing these essays starting with this issue and continuing into the spring editions. Along with the winners, watch for the Special Recognition essays. There were so many great entries! We will try to share as many as possible. Special Recognition essay writers will be sent an appreciation certificate from all of us here at *Teaching Today WI*.

Winning essays can be found on pages 11-17 of this issue and in future issues of *Teaching Today WI*.

It is an honor to be able to share these dreams with you, our readers, and without further ado here they are:



The six High School winners of \$200.00 each from Teaching Today WI are:

- Cheyenne T. — Psychologist**
Prairie du Chien High School
- Brandon G. — Actuary**
Ronald Reagan High School
- Nathan G. — Automotive Service Technician**
Arrowhead Union High School
- Khloe K. — Greenhouse Business**
Cornell High School
- Rachel M. L. — Agriculture/Veterinarian**
Cornell High School
- Marijke de V. — Architect**
Arrowhead Union High School

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- Principal (WI 5051 and IA 189)
- School Business Administrator (WI 5008)
- Superintendent (WI 5003)

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Schools across the state of Wisconsin all benefit from the participation of readers like you. By sharing your teaching tips and program ideas, you provide a positive contribution to educational community in our state.

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D.C. Everest Creates New Opportunities for Pursuing Careers in Education

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outside of school many teachers put into their classroom to help students become successful." Although challenging, the course was rewarding. "The most rewarding aspect was teaching a lesson that every student really enjoyed, you could see the excitement," she adds.

As part of its Portrait of a Graduate initiative, the district has made a concerted effort to increase work-based learning opportunities for students — with more than 50 DCE Senior High students serving as Youth Apprentices and more than 60 in the process of securing internships/apprenticeships. Now, DCE Community Partnership Coordinator Rose Matthiae, DCE Career and Technical Education Coordinator Aaron Hoffman, DCE Teachers Change Lives Instructor Brad Seeley, and Paul Aleckson, Coordinator for the Always An Evergreen Educator project, have developed a new Education Internship opportunity for students who complete the Teachers Change Lives course. "The statewide Youth Apprenticeship Program does not include program opportunities for students interested in Business, Education, Government, Human Services, and Law and Public Safety," clarifies Rose Matthiae. "When I was approached on how we could offer a semester-long experience in education, I suggested we create an internship because we have the associated course, a supportive district, and a new program to recruit alumni. Creating an Education Internship provides students with additional experiences outside of the classroom to practice skills, evaluate curriculum and work environments, make connections, build confidence, and increase overall career awareness," she adds.

Upon completion of the Teachers Change Lives course, students can apply for an Education Internship and, if accepted, embed with a DCE teacher for the semester. In order to earn credit for this experience, the intern must complete 90 hours of work and is eligible to receive a Wisconsin Department of Public Instruction Youth Leadership Certificate. Ms. Tesch is the first DCE student to enter the internship program. Beginning January 31, Claire will embed at Evergreen Elementary three afternoons a week throughout the second semester where she will be mentored by Sara Widmann, Kathy Kowalke, and Dawn Hanson (4th grade) in the areas of Math, Science, Social Studies, Reading and Health. As an intern, Claire will take part in classroom observation, one-to-one tutoring, small group instruction, teaching lessons, classroom management,

and recording her self-reflections in a journal and portfolio website. "I am so excited for this opportunity and for students like Claire," notes DCE instructor Brad Seeley. "I have said it many times to my students in our Teachers Change Lives course. We need young, energetic, creative and passionate people like them in the teaching profession. They will have a strong understanding before going to college if teaching is for them and not have to find that answer out three years into college. What a huge advantage to know your answer, "What do I want to be?" when you leave high school."

Ms. Tesch, who began her Education Internship January 31 is grateful for the experience. "The Education Internship gives me the opportunity to really know whether this is something I want to pursue in college. I've always enjoyed being in school, especially in my elementary years, and I want to choose a career that I love and have an interest in. I also hope to gain confidence with my lessons and teaching in front of a class," she states. In the fall, she will go on to college and pursue a double major in Elementary and Physical Educa-

tion. "I will be starting as a second semester freshman with my current AP, DE, and college credits." And, she adds enthusiastically, "I have also committed to their swim and dive team, so I am beyond excited to start this new chapter of my life!"

Paul Aleckson, retired DCE Social Studies Curriculum Coordinator and instructor, played an integral role in the development of the Teachers Change Lives course. Over the past three years, he has developed the Always an Evergreen Educator talent pipeline project — maintaining contact with numerous DCE alumni who completed the course and are pursuing a degree in education. "My goal, then and now, is to provide our students — and alumni — with great educational experiences and opportunities to succeed," he notes. With that in mind, he has worked with the District to establish the Always an Evergreen Educator program to make DCE alumni aware of practicum and career opportunities available within the District. While this effort specifically targets DCE alumni, it is important to note the District does provide practicum opportunities for non-alumni as well.

Students pursuing a degree in education are required to complete practicums as an undergraduate, prior to serving as a student-teacher. Mr. Aleckson plays a key role in helping DCE alumni obtain this experience. So far this year, he has placed 13 DCE

alumni enrolled at the University of Wisconsin — Stevens Point in classrooms throughout the District. The aspiring teachers participate in weekly practicums, progressing from classroom observation, to working with individuals and small groups of students, to eventually taking full responsibility for a few classroom sessions. For alumni who attend a university that is farther away, Mr. Aleckson has arranged for them to complete week-long, full-day practicums during their winter and spring breaks. This summer, he hopes to provide practicum and teaching opportunities through the District's Summer Learning Program.

"A variety of reasons have led to a diminished pool of young teachers," notes Paul Aleckson. "Therefore it is important for the district to cultivate and recruit talented students interested in education as a career who come through our own DCE classrooms."

According to Mr. Aleckson, this is why he and Brad Seeley wrote the curriculum for Teachers Change Lives and eventually created the Always an Evergreen Educator program.

As part of her responsibilities, Rose Matthiae helps students secure internship, apprenticeship and work study opportunities. Area businesses and organizations are encouraged to contact her at rmatthiae@dce.k12.wi.us or 715.359.6561 (x 4250) to explore partnership opportunities. Undergraduate students seeking practicum opportunities at D.C. Everest are encouraged to contact Paul Aleckson at paleckson@dce.k12.wi.us.

www.dce.k12.wi.us



"A variety of reasons have led to a diminished pool of young teachers. Therefore it is important for the district to cultivate and recruit talented students interested in education as a career who come through our own DCE classrooms."

Dream Career Essay Contest Winners

Continued from Page 1



The six High School honorable mentions and winners of \$75.00 each from Teaching Today WI are:

Annie B. — Criminal Justice and Psychology
Arrowhead Union High School

Nina A. — Nurse
Arrowhead Union High School

Allison M. — Cyber Security Analyst
Prairie Du Chien High School

William D. — Electrician
Cornell High School

Jadyn G. — Doctor
Prairie du Chien High School

Jack B. — Engineering
Arrowhead Union High School

The six Middle School winners of \$100.00 each from Teaching Today WI are:

Stella B. — Mental Health Counselor
River Ridge Middle School

Zoey N. — Children's Therapist
River Ridge Middle School

Tyler J. M. — Builder
River Ridge Middle School

Hailey M. — Actress
Bay View Middle School

Addalyn B. — Astronaut
Bay View Middle School

Griffin S. — Mechanic
Bay View Middle School

The six Middle School honorable mentions and winners of \$25.00 each from Teaching Today WI are:

Ella M. — Ultrasound Technician
Bay View Middle School

Ava N. — Sports and a Personal Trainer
River Ridge Middle School

Reese M. — Personal Care Aide
River Ridge Middle School

Anna K. — Police Officer
River Ridge Middle School

Cassidy G. — Photographer
Bay View Middle School

Peighton L. — Interior Designer
Bay View Middle School

On the Ballot Upcoming Referendums – April 5, 2022

Abbotsford School District

\$1,500,000

Funds needed to finish FEMA project

Amery School District

\$8,500,000

Elementary school renovations and building additions; safety and security upgrades, upgrading and remodeling elementary classrooms; upgrades and improvements to sidewalks, drives, and parking lots; upgrading and renovating classrooms for the Early Learning Center; and equipment acquisition related to said project.

\$35,000,000

Improvements to the elementary, intermediate, middle and high school buildings and grounds including upgrades and renovations to major building systems; upgrades to safety and security systems; American with Disabilities Act (ADA) compliance renovations; upgrades and improvements to the intermediate and high school sidewalks, drives, and parking lots; upgrades and improvements to building exterior walls, roofing, flooring, lighting, doors and windows; upgrades and remodeling

of high school classrooms and labs; and equipment acquisition related to said projects.

Argyle School District

\$1,960,000

This referendum will help us continue and enhance the programs approved in 2006, 2009, 2012, 2015, and 2018, which includes sustaining operating expenses with which to maintain current level of operations.

Benton School District

\$1,680,000

This referendum will help us continue and enhance the programs approved in 2006, 2009, 2012, 2015, and 2018, which includes sustaining operating expenses with which to maintain current level of operations.

Black Hawk School District

\$8,500,000

Capital Improvements - Removal of Portion of Building and New Construction

Brodhead School District

\$5,250,000

To exceed the revenue limit for non-recurring purposes by \$1,750,000 in each of three (3) consecutive years, including the 2022-23, 2023-24, and 2024-25 school years, to be used to maintain school district facilities and programs.

Cedar Grove-Belgium Area School District

\$21,500,000

Capital improvements at all three campus buildings.

At the elementary and middle schools, building systems, such as heating, ventilation and air conditioning, plumbing and electrical systems original to the 60-year-old building would be replaced. A new traffic flow system would be implemented to improve safety, and a music room would be added.

The middle school kitchen would be upgraded, and the band and gym bleachers would be updated to Americans with Disabilities Act standards.

The pool and auditorium would also be upgraded.

At the high school, the technical education and family and consumer science areas would get improvements and the roof and floors would be replaced. New water heaters, boilers and ventilation systems would be installed, and internet infrastructure would be updated.

Chilton School District

\$4,450,000

Educational Programming, District Operations, Facilities Upgrades

Clear Lake School District

\$800,000

Resolution Authorizing the School District Budget to Exceed Revenue Limit by \$800,000 for Recurring Purposes Resolution Providing for a Referendum Election on the Question of the Approval of a Resolution Authorizing the School District Budget to Exceed Revenue Limit by \$800,000 for Recurring Purposes

Edgar School District

\$4,750,000

\$950,000 for 5 years for non-recurring purposes consisting of facility maintenance and operational expenses

Ellsworth Community School District

\$5,200,000

Exceed revenue limit for non-recurring purposes consisting of maintaining educational programming, technology, and facilities.

Royal School District

\$10,900,000

New secured entrance to connect our current two buildings with one entry point, construction of a multipurpose gym, required code compliance updates and the purchase of related supplies and equipment.

Fox Point J2

\$58,500,000

The referendum question requests permission for the District to borrow an amount not to exceed \$58.5 million to address critical facility needs at both Bayside Middle and Stormonth Elementary Schools.

Bayside:

Construction of a new, two-story Bayside Middle School for grades 5-8 on the existing Bayside site, essentially where the current track is located. Once the new school is complete, the original building would be torn down and replaced with a new track, play areas, and expanded parking.

Stormonth:

Address critical capital improvements at Stormonth Elementary School including extensive replacement and repair of building exteriors (such as windows, doors, and roof sections); mechanical (heating ventilation, air conditioning and air quality), electrical, and plumbing systems; fire alarms and suppression systems; restroom renovations to improve American with Disabilities Act (ADA) accessibility; and other improvements (such as new flooring, ceilings, and paint).

Genoa City J2

\$2,400,000

Three year non-recurring \$800,000 operational referendum beginning in 2022-2023 and ending in 2024-2025

Gilman School District

\$3,300,000

Non-Recurring purposes consisting of educational programming, expenditures and operations.

Goodman-Armstrong School District

\$2,250,000

Resolution to exceed revenue cap commencing with the 2022-2023 school year by an amount of \$750,000

Grantsburg School District

\$19,700,000

Renovate Elementary to close Nelson, Renovate MS & HS




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Upcoming Referendums – April 5, 2022 Continued from Page 5

Hartford UHS

\$12,000,000

Approval of the Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$12,000,000 Approval of the Resolution Providing for a Referendum Election on the Question of the Approval of an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$12,000,000

Hayward Community School District

\$49,700,000

A school building and facility improvement project consisting of: district-wide safety, security and site improvements, and capital maintenance, building systems, and technology updates; renovations, including classrooms, career/technical education (CTE), performing arts, Science, Technology, Engineering and Math (STEM) and cafeteria/commons space, and construction of an addition to expand the gymnasium and fitness areas at the High School; renovations, code updates, and construction of an addition for a gymnasium at the Primary School; renovations at the Middle School and the Intermediate School; and acquisition of furnishings, fixtures, and equipment.

Resolution Authorizing General Obligation Bonds in an Amount not to exceed \$49,700,000.00

Ladysmith School District

\$3,000,000

\$600,000 for five years for operational expenses

\$21,000,000

This referendum will include replacing major building systems that have outlived their useful life, safety and security, ADA improvements, upgrades of classroom sizes and acoustics, a gym expansion to accommodate large group events, physical education and community activities, and roof replacement at the middle and high school campus. This plan also includes a roof replacement at the elementary school.

Lake Holcombe School District

\$2,625,000

Exceed revenue caps by \$875,000 for three years beginning with the 2022-2023 school year through the 2024-2025 school year for operational & maintenance expenses.

Little Chute Area School District

\$1,500,000

Authorize the school district to exceed revenue limit by \$300,000 per year for five years for technology.

Lodi School District

\$29,900,000

For non-recurring purposes consisting of maintenance and technology upgrades, maintaining and supporting instructional and extracurricular programs, and maintaining career and technical education offerings.

Loyal School District

\$11,700,000

For safety and security improvements, including a secure entry and office, cafeteria and commons; additions and renovations to tech ed and agriculture, renovations to classrooms, including 4K and 5K, art, special education; improvements to the Elementary School gym, and site improvements.

Markesan School District

\$3,800,000

To maintain School District programs and operations.

Marshal School District

\$2,925,000

That the revenues included in the School District budget be authorized to exceed the revenue limit by \$975,000 per year beginning with the 2022-2023 school year and ending with the 2024-2025 school year on a non-recurring basis

\$975,000

That the revenues included in the School District budget be authorized to exceed the revenue limit by \$975,000 beginning with the 2022-2023 school year on a recurring basis.

Merrill Area School District

\$10,000,000

This referendum is a continuation of the prior non-recurring referendum passed four years ago for the purpose of operations and maintenance in the amount of \$2,500,000 annually.

Monticello School District

\$1,120,000

Operational expenses, including Science, Technology, Engineering and Math (STEM) and other educational programming, bus

Continued on Page 7

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Upcoming Referendums – April 5, 2022 Continued from Page 6

garage upgrades, acquiring vehicles, classroom equipment, maintenance and repair projects and remodeling classrooms

Muskego-Norway School District

\$16,800,000

For the construction of additions for medicine and health sciences areas and an indoor practice facility and renovations at the high school, site improvements and acquisition of related furnishings, fixtures and equipment.

\$27,800,000

Construction of an addition for technical education, science, technology, engineering and math areas and renovations at the high school. Construction of an addition and renovations for a gymnasium and conversion of the current gymnasium into a cafeteria at Lakeview Elementary School. This includes site improvements, renovations and acquisition of related furnishings, fixtures and equipment.

Necedah Area School District

\$3,800,000

Non-recurring 4-Year Exceeding the Revenue Limit Referendum: \$950,000 per year.

\$10,995,000

School facility improvement project at the school building and facilities.

New Auburn School District

\$1,200,000

New Auburn School District be allowed to exceed the revenue limit by up to \$400,000 per year for three years, 2022-2023, 2023-2024 and 2024-2025 on a nonrecurring basis for the purpose of sustaining facilities, equipment and programming.

Nicolet UHS

\$77,400,000

Shall the Nicolet Union High School District, Milwaukee and Ozaukee Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$77,400,000 for the public purpose of paying the cost of a school building and facility improvement project at Nicolet Union High School consisting of: safety, security and accessibility updates; building systems and infrastructure improvements; construction of additions, renovations and improvements, including to classrooms and labs; construction of and improvements to outdoor physical education and athletic facilities; site improvements; and acquisition of furnishings, fixtures and equipment?

Oakfield School District

\$16,000,000

A district-wide school facility improvement project consisting of district-wide safety and security, building infrastructure, capital maintenance and building systems improvements; construction of an addition for classrooms and renovations at the Middle/High School; renovations at the Elementary School; and acquisition of furnishings, fixtures and equipment.

Oconto Falls School District

\$49,900,000

Capital Referendum to construct new middle school, improvements to high school and elementary schools, and addressing deferred maintenance.

Pardeeville Area School District

\$1,750,000

Revenue Control

\$850,000

Revenue Control

Plum City School District

\$3,300,000

Non-Recurring for purposes of facility maintenance and operational expenses

Prescott School District

\$15,000,000

Initial resolution authorizing general obligation bonds in an amount not to exceed \$15,000,000 in order to provide maintenance needs funding for its three older buildings.

Princeton School District

\$3,125,000

Resolution to increase revenue limits for operational needs.

Raymond #14

\$14,800,000

School facility improvement project at Raymond School consisting of: safety, security, building systems, infrastructure, ADA compliance and site improvements; construction of an addition for a secure entrance, offices, kitchen/cafeteria and multi-use space; renovations, including classrooms and a STEAM lab; and acquisition of furnishings, fixtures and equipment.

Rio Community School District

\$4,950,000

Exceed revenue limit for three years for operational expenses.

Rosendale-Brandon School District

\$29,770,000

This is a referendum question to update 3 buildings to accommodate grades 6-12 in one building and have two K-5 buildings.

Rosholt School District

\$5,300,000

4-year non-recurring for a total of \$5,300,000. Funds will be used for operational expenses with a priority on maintaining current staffing levels.

Saint Croix Central School District

\$4,725,000

Resolution to Exceed Revenue Cap Commencing with the 2022-23 School Year

\$30,000,000

Initial Resolution Authorizing Issuance of General Obligation Bonds in an Amount Not to Exceed \$30,000,000

On Tuesday, April 5, District residents will vote on a two-question referendum that will upgrade out-of-date HVAC systems, improve educational space for Career and Technical Education (CTE), improve educational space for the district's 4K program, address immediate needs of the high school's track and field, make salary adjust-

ments so that SCC can be competitive with surrounding districts, and make upgrades district-wide to classroom technology and security.

Salem School District

\$18,300,000

Issue general obligation bonds in an amount not to exceed \$18,300,000 for the public purpose of paying the cost of a school facility improvement project at the school building consisting of: safety, security, site and capital maintenance improvements; renovations and updates to educational spaces, including STEM and exploratory learning areas, and to create classroom space; removal of an older section of the school building and related renovations; and acquisition of furnishings, fixtures and equipment.

\$4,500,000

Exceed the revenue limit by \$1,500,000 per year beginning with the 2022-2023 school year and ending with the 2024-2025 school year, for non-recurring purposes consisting of general operational costs and maintaining educational programming.

Continued on Page 9

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Upcoming Referendums – April 5, 2022 Continued from Page 8

Sparta Area School District

\$4,200,000

Funding staffing, technology and maintenance of district facilities

Spencer School District

\$2,550,000

Authorizing the School District Budget to Exceed Revenue Limit for Recurring Purposes

River Valley School District

\$10,900,000

Maintaining the educational programs and current level of operations of the District.

Stratford School District

\$1,200,000

Exceed the revenue limit by \$400,000 for the 2022-2023 school year; by an additional \$400,000 (for a total of \$800,000) for the 2023-2024 school year; and by an additional \$400,000 (for a total of \$1,200,000) for the 2024-2025 school year and thereafter, for recurring purposes consisting of operational expenses

Sturgeon Bay School District

\$16,100,000

Referendum in order to continue to fund educational programming for students.

Tigerton School District

\$2,750,000

Paying ongoing operational and maintenance expenses.

Tomahawk School District

\$9,750,000

Beginning 2022-23 school year 3.25M per year non-recurring referendum ending 2024-2025

Tomorrow River School District

\$4,400,000

Renovations to school building to update middle school classrooms, family and consumer science and library spaces; infrastructure replacements/upgrades; and acquisition of related furnishings, fixtures and equipment.

\$21,300,000

Construction of additions for science, technology, art, general, agricultural science and technical education classrooms, administrative and support spaces; renovations of existing spaces, safety and security improvements; infrastructure replacements/upgrades; acquisition of related furnishings, fixtures and equipment.

Trevor-Wilmot Consolidated School District

\$4,000,000

Operational referendum to exceed Revenue Limit by \$800,000 on a non-recurring basis for five years for purposes of maintaining current class sizes, educational programs, and services, and meeting current district expenses.

Turtle Lake School District

\$5,500,000

Resolution Authorizing the School District Budget to Exceed Revenue Limit for Five Years for Non-Recurring Purposes

Waterford UHS

\$19,750,000

Authorize a borrowing in an amount not to exceed \$19,750,000 through the issuance of general obligation bonds of the District for the public purpose of paying the cost of a school building and grounds consisting of: building systems, capital maintenance, safety, security and site improvements; renovations and building modernization; and acquisition of furnishings, fixtures and equipment.

Wausau School District

\$119,800,000

Borrow \$119,800,000 to fund district-wide safety and security, school updates, building infrastructure, capital maintenance and site improvements; remodeling at all middle and high schools; construction of additions at Horace Mann and John Muir Middle Schools, West and East High Schools and Grant, Riverview, South Mountain and Stettin Elementary Schools; construction of a new School Forest Environmental Learning Center; and acquisition of furnishings, fixtures and equipment.

West Allis School District

\$149,800,000

For the public purpose of paying the cost of a school building and facility improvement project to create a single comprehensive high school at a current district high school site, consisting of: safety, security, building systems and infrastructure updates; construction of additions, renovations and improvements, including additions for classrooms, a library, a cafeteria, a gymnasium and an auditorium; site improvements; and acquisition of furnishings, fixtures and equipment.

West Salem School District

\$7,750,000

For non-recurring purposes consisting of maintaining educational programming, facilities and buses and paying salary and other operational expenses.

Wheatland J1 School District

\$2,100,000

Maintaining the current level of educational programming and operating the District.

Wild Rose School District

\$2,300,000

Issue general obligation bonds in an amount not to exceed \$2,300,000 for the public purpose of paying the cost of HVAC upgrades, including adding air conditioning at the Middle/High School.

\$15,600,000

Issue general obligation bonds in an amount not to exceed \$15,600,000 for the public purpose of paying the cost of school facility improvement project consisting of: construction of an addition, renovations, safety and security improvements, building infrastructure and site improvements at the Elementary School; renovations, safety and security improvements, accessibility updates, and building infrastructure, site and outdoor athletic facility improvements at the Middle/High School; and acquisition of furnishings, fixtures and equipment.

Winneconne Community School District

\$47,800,000

Middle School/High School/Elementary School upgrades

Source – WI DPI (sfs.dpi.wi.gov/Referenda/CustomReporting.aspx)



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In this issue we are featuring winners from our annual Middle School and High School “Dream Career” essay contest. You can read all winning essays on our website at: www.teachingtodaywi.com.



Essay Contest HIGH SCHOOL WINNER

Architect

Marijke de V.

Arrowhead Union High School

With my family constantly asking “What are you going to do in your future, you’re a junior, you have to start thinking about it,” all I had in mind was to finish high school without failing any classes. I have always been a hands-on learner not only in school but outside of school, with my dad building beds, shelves, chairs, benches, it has always interested me. I would not have found my dream job of being an architect if it wasn’t for my dad.

Back In the first grade I believed I would go into the RCMP the “Royal Canadian Mounted Police” like my grandfather, turns out my twin sister has the gift of being in the police force, she knew all the lingo and was way more skilled in the detective side

of being in the police force. I would soon be interested in being an architect because of all the traveling I have done looking out the window to see beautiful houses and buildings, but also because of small hobbies I do around the house. I have always liked math, physics, engineering, and drawing which helps me achieve my dream job.

Growing up in British Columbia everything developed so quickly, the empty forest where we would collect blackberries was now full of buildings and condos, Grand Ville Island is now packed with people, buildings looking like they could fall into the water they are so crammed. But with the little bit of country and mountains left, I found peace. Whether that be hiking up a mountain, seeing waterfalls, or even visiting family. I’ve always wanted to figure out how to keep those wonderful and peaceful places. By becoming an architect I can preserve that peacefulness and make houses more convenient to the nature around us, except this couldn’t happen just in one place, it would have to be all over the world in order to make a difference

According to Google, the definition of traveling is “movement of people between distant geographical locations.” But I would define traveling as “moving from one geo-

graphical location to the next, truly capturing the culture of each location.” By sticking with my definition of travel I would definitely be interested in traveling the world, being an architect. My life would feel fulfilled, and part of my job would be getting to know the people and the cultures that live within where I am in the world.

My first location I would travel to would be New Zealand, waking up to the sunrise over the grassy plains, hiking the mountains, taking pictures to capture what I get to experience in person, then incorporating that into the buildings I design and make. That is my dream. Even taking a stroll on the dike of the Netherlands thinking about how the beautiful architecture could be used in other parts of the world, all while watching the smooth glide of the blades on the windmills blow the tulips back and forth in a beautiful pattern.

I would go to college for four years, for communications, business, architecture. This will give me a base to go off of, because I will need to know what I am doing before I just head off around the world too. I will be able to do what I want to, see what I want to, and experience these amazing things all while doing my job of being an architect and traveling the world.



Careers In Energy Mobile Learning Lab Launching for 2022!



The Wisconsin Energy Workforce Consortium [WEWC] 2020–2024 Strategic Plan focuses on the industry’s needs for skilled craft and technical workers and engineers while factoring in the unique industry and workforce challenges in Wisconsin and the need to diversify the utility workforce.

The Lab is complete and ready to roll. After the 2020 purchase of a trailer for a Careers In Energy Mobile Learning Lab, much of 2021 was focused on design, tool



and material acquisition, build out, and usage documentation for the trailer.

WEWC is excited to showcase the mobile learning lab in 2022 at various Careers in Energy events in WI. The mobile learning lab will utilize life size, mobile displays that promote both the electric and gas trades through visual and hands-on demonstrations.

WI Technical Colleges, honorary WEWC members, were awarded an NSF grant to create a Utilities and Energy Coordination Network. A website for the network was launched in 2021. Visit nwtc.edu/EnergyNetwork to learn more.

Additional 2022 plans include:

- Activation of the WI STEM Energy Career Pathway through a strategically planned rollout into school systems ready to implement
- Awarding our first WEWC scholarships
- Development of social media platforms
- Creation of support materials for experiential events that support hands-on learning locally.





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HANDS-ON, EXPERIENTIAL LEARNING ENCOURAGES INTEREST, ENGAGEMENT, CONFIDENCE & SUCCESS

Dual Credit and Youth Apprenticeship are just a few of the opportunities students can leverage to start a successful college career

High school is a great chance for students to select classes to explore career paths. Especially considering they can do it without the burden of costly credits or a long-term commitment to a program.

Dual credit programs may allow students to learn by doing in hands-on careers like auto tech, early child care, culinary arts, nursing assistant, and more.

- Flexible course offerings expose students to careers in a safe, hands-on environment, without a long-term commitment.
- Instructors are experienced and highly credentialed so they teach the same content offered in a technical college program.
- Classrooms use the latest tools and technology to provide the most relevant lessons to meet employers' needs.
- Experiential instruction helps students learn transferable skills – and use them confidently.

- Students taking technical college courses through Dual Credit earn college credits even before enrolling in college and explore areas they have an interest in.
- College credits earned in high school do not incur debt nor limit transfer opportunities.
- Some of the fastest growing, best paying and most in-demand jobs are in sectors like health care and information technology. Plumbers, electricians and construction workers are in high demand through apprenticeships (and many new fields), all of which provide outstanding stability and growth potential.
- Career Pathways planning is a great time to explore dual credit options.

Credits earned in high school will apply to both a high school diploma and a technical college degree or diploma, as long as students continue on that path. Financial aid and scholarships are also available. The jump start to college is one of the most affordable and supportive education options around.

Students today are incredibly savvy and seek new learning opportunities. The practical skills students learn from hands-on, non-traditional lessons, may ultimately improve their success in college and career development.



These students are trying out different careers while on campus, including criminal justice and culinary arts.

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Essay Contest MIDDLE SCHOOL WINNER

Astronaut

Addalyn B.
Bay View Middle School

Imagine looking downwards and seeing the whole world beneath your feet; your heart races as you observe the world from a new, unimaginable point of view. You quiver in excitement as you realize the endless list of discoveries you could make. This is only part of what it would feel like to live the life of being an astronaut; wouldn't it be amazing if your career thrills you every day of the job? Being an astronaut is my dream career. "We were true scientific explorers. We were looking at things that human beings had never seen before." said Harrison Schmitt, a retired NASA astronaut. That's where I'd like to view myself in the future.

Why is this my dream you may ask? One evening while I was browsing the internet, I discovered a channel called VideoFromSpace. Thinking it might be interesting, I watched their videos about life in space (how they eat, etc.), and what missions they pursue. After seeing their content, I was quite intrigued by the life of an astronaut. After taking a moment to think about what pursuing a career in astronautics would be like, I was officially hooked. Additionally, I looked into what some astronauts said it would include. I would need to know a lot about math and science, never give up, and set my standards high; I would also need a particular set of soft skills such as organization, communication, critical thinking, and adaptability. I then realized that many of those standards fit me, and most of all that I was really interested in this career.

If I do pursue this career, two things I'd hope to accomplish are traveling to the moon's lunar South Pole to record data about unique radio waves and recording water and small deposits of rare earth metals on the moon. Furthermore, the reason I'd want to accomplish these goals

is because I'm interested in discovering more about our universe outside of Earth. However before getting over-excited about this possibility, some things I'll need to consider are; the education I would need to get to this point would be a masters 4-year degree in biological physical, or computer science and/or engineering and mathematics (going to NASA's teen summer camp might benefit me too), chances of getting into this career as an astronaut are less than 1 percent, the salary is \$66,000-\$145,000, and the location of NASA will affect my future because I'll need to move to Washington, D.C.

In conclusion, the reasons I think it would be an astonishing experience to be an astronaut is because I absolutely know that I would enjoy the experiences that come with it and most of all, I believe that despite the acceptance rate of less than 1 percent, I would be a perfect match. In other words, I better start taking the corresponding classes because next year is when I begin high school; my future awaits!



Yanna, who is our school's nurse, and Kam Fohey, who is our school's guidance counselor. I look up to them both because they have both helped me a lot throughout my life.

I have just recently wanted to have this career. It has not been a career I have wanted my whole life, but I feel like I have been attached to the idea of it recently. I would probably do the same thing almost every day. I would be in a room with one of my clients, and if they were new, I would get to know them, and if they were one of my current clients, I would just go over how things are and what has happened recently.

My favorite part of this job would be being able to know that I made a good impact on somebody's life. I do know that working

with people who barely know me will be difficult especially if I ask for personal information. I would ask for their story and put myself in their shoes and give them the best advice according to their situation. So in conclusion, I know how to handle it pretty well.

I like the idea of this job because I get to help people, save lives, change lives, and feel good about myself. I'm not just doing it for the money. I am not a very social person when it comes to people I don't or barely know, but this job suits me because what happens between me and a client would stay between me and a client. I believe that this job could become my everyday life.



Essay Contest MIDDLE SCHOOL WINNER

Mental Health Counselor

Stella B.
River Ridge Middle School

A Hero Without A Cape

I want to be a hero without a cape. What I mean is a mental health counselor, because I want to help people who are struggling with their mental health. College for this profession takes anywhere from three to five years. I would have to earn a master's degree in mental health counseling. I would like to start with the

2-year human services program at Southwest Tech in Fennimore which would give me my bachelor's degree. Then I would like to go to a university in a nearby city, like Platteville, for my masters degree. My average salary would be about \$44,000 to \$97,000 per year.

I would like to become a mental health counselor because I want to help people with their mental health problems to try to make their life better and make them think that they are worth more than they think. I could also save some lives while doing it. I would like to mainly work with teenagers and tweens because they normally go through the most. Now I'm not trying to say that adults and kids don't go through anything. It's just from my experience and research, teenagers and tweens normally go through the most emotional stuff. Now I didn't just pick this job out of the blue, I have role models. My older sister Claire





Essay Contest HIGH SCHOOL WINNER

Psychologist

Cheyenne T.
Prairie du Chien High School

Becoming a Psychologist

Ever since I was a child I've always been interested in the human mind. There is something so enticing about knowing why people do what we do. When I was in middle school I spent most of my study halls researching different experiments, and studies. My freshman year I practically begged to be put into AP Psychology, but no matter how much I did they wouldn't even put me into the introductory course. This didn't slow me down though; I continued to use my free time to research more and more. By sophomore year once I took my Intro to Psychology class. I had already known all there was to know about every study we discussed. I had at least learned first hand different psychology methods and some basic explanations for human behavior, but I wasn't satisfied.

Every new study I discover opens a new door for more and more research. There are so many different disorders and illnesses that have never been explained, and finding out what causes them could help many people. That's what I want to dedicate my education to, I want to discover new treatment methods that will help people. New medications to help people struggling with mental illnesses and disorders. There may never be a cure for many mental disorders, but that's no reason to stop trying to help people live a happy life. So many people struggle with mental disorders, and many people have tried dozens of things that haven't worked to the point where they have lost hope.

I've always been told that if I go to college I need to go into a high-paying career. I was never that interested in making a lot of money since I believed it entailed doing something I wasn't interested in. Knowing that a career in psychology almost guarantees a high salary almost makes me sad, because I don't feel happy profiting off of people's suffering. Many people don't seek treatment because of how incredibly expensive it is. That's even without medication, many people with untreated mental illnesses are likely to struggle with work and many other things. Having the help they need being out of reach is cruel. That's why



my dream is to provide help to people who may not have the money to get the help they need.

I would love to open a nonprofit psychiatric treatment center that would be able to help anyone who needed it. There I would also be able to continue my research and hopefully develop new and successful treatment plans for my patients who have not had success with other methods. I would also like to be able to provide care for people whose family cannot take care

of them anymore. In many places people with mental illnesses are sent to centers and treated like monsters, and I would want to guarantee them the best and happiest life possible.

Younger me would be proud of the progress I've made, but she would be astonished if I could make my dream come true. It seems impossible, but I will do everything I can to reach my goal and help as many people as I can.

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Essay Contest MIDDLE SCHOOL WINNER

Actress

Hailey M.

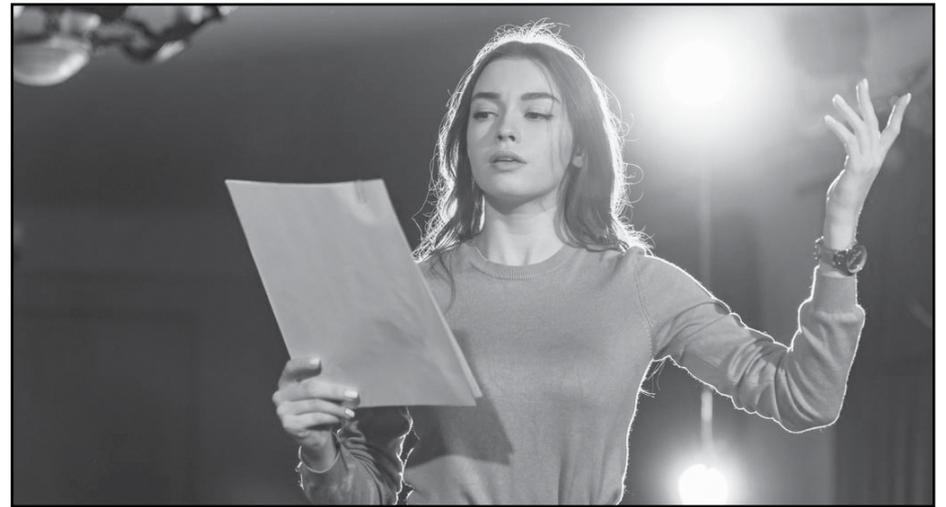
Bay View Middle School

Many people dream of being famous for sports or maybe becoming a famous pop star. But I dream of being an actress. While performing on Broadway is definitely a difficult thing to achieve, some people can make it with drive and hard work.

My love for theatre started in fifth grade, when I first performed in my school's musical. It just sparked my interest and I began performing more. I began by joining a musical at a community theatre. That experience was amazing, I met new friends and learned more about professional theatre.

In theatre, your pay can vary a lot, because you get paid by the amount of shows you are in and the importance of your role. If you were playing the lead, you are going to get paid a lot more than being in the ensemble. An actor in New York could have a range from 27,000 dollars to 260,000 dollars a year. As for education needed, there are actually no formal requirements. But a degree in theatre arts, drama, or acting and performing, can help you a lot.

I feel that this career would be a good fit for me because I am very good at expressing emotions. I also love dancing and singing and am very good at both. With some professional training, I could be a lot better. Being an actor would include auditioning for musicals, and working as hard as I can to be the best I could. Depending on where I perform, I might travel around the U.S., performing in different theatres everywhere. Another part I would like is that I would be low key famous. (if I make it) I don't want to be world famous, I want to still be able to do regular things, like go shopping or out to eat. Being an actor in musicals and plays would be perfect because there is a small



amount of people who will appreciate you for what you do.

In conclusion, I want to be an actor so I can have fun while I work. Dale Carnegie once said; "People rarely succeed unless they have fun in what they're doing." I identify with this quote, because I don't want to work a

desk job for 30+ years. While that may be the perfect job for some people, I wouldn't enjoy it. I would like to be learning new things and having fun which is something you can do in theatre. Another aspect I enjoy is that you truly get paid for the amount of work you do and the effort you put in.



because of its intensive focus on math and tests, I would not mind in the slightest. I am already on my school's math team so I would look forward to taking these intensive exams. As an extra plus, I will earn the title of Fellow of the Society of Actuaries after I pass all the exams.

Being an actuary has many great benefits. The median salary for an actuary is \$81,950 but many certified actuaries make over \$150,000. Also, the growth rate for actuaries is projected to increase by 24%, and only around 1% of people who get a degree in Actuarial Science degree are unemployed. Actuaries are highly desired because of their importance and the difficulty of their job. Since there is a shortage of actuaries, companies will compete over me, instead of me competing against many others

for a job. If I am an actuary, I would be an integral part of the company. Actuaries also have great retirement plans and many actuaries report having a good work-life balance. Since actuaries are all about predicting trends for the future, I could also use my knowledge as an actuary to successfully invest in stocks and gamble with a more methodical and scientific approach.

By being an actuary, I would be able to have a fulfilling career with great benefits. An actuary is the career that is best suited for me and the one I strive to attain. While it may not be that exciting or flashy of a career to many, it would be a dream come true for me.



Essay Contest HIGH SCHOOL WINNER

Actuary

Brandon G.

Ronald Reagan High School

There are a variety of career options that are extremely interesting and important, but I always had a special interest in math and related careers. Math appeals to me because of its certainty and definitiveness. However, I do not want to work in one of the common math careers as an accountant or an auditor because I want to be challenged. I also want to constantly learn and improve in my career. While my career may seem boring to many, my dream career is an actuary.

Actuaries are not well-known, but their

work is essential and fascinating. An actuary uses math, statistics, and past data to predict future trends. If I was an actuary, I would have to learn, adapt, and improve myself to solve the question of what the future will be like. Actuaries work in the insurance industry and use the trends that they predict to set customers' insurance rates.

Actuaries are highly trained individuals that have testing requirements equivalent to doctors and lawyers. As an actuary, I must complete a series of exams to become certified. These exams are like the bar exam but for math. Passing all these tests takes 6-10 years. Luckily, I only need to pass 2 exams to start my career which can be accomplished with a bachelor's degree in Actuarial Science. Every test I pass after my first two opens up new tasks, promotion opportunities, and pay raises. I can progress through my career and get paid by simply learning how to do my job better. Many companies help actuaries pass their exams by giving them paid time to study. While most people would avoid this career





Essay Contest HIGH SCHOOL WINNER

Agriculture/Veterinarian

Rachel M. L.
Cornell High School

As I look forward to the next five years, I see myself accomplished cultivating a future to promote, sustain, and enrich agriculture. My passion for animals and agriculture will continue to grow as a part of my daily life and career path. I look forward to utilizing my skills, education, and experiences in my future endeavors. The next five years will be grounded by the roots I have from daily life growing up on my family farm and my faith.

First chore crossed off my list is obtaining two separate post-secondary degrees. I chose to pursue an Animal Science Management and Veterinary Degree. My high school academic learning including specialty agricultural courses helps me plow a path to success within my post-secondary education. While participation in FFA helps to nurture leadership, team, social, and life skills for endurance when faced with challenges.

I plan to use my post-secondary education

to achieve my personal goal of establishing an enhanced quality beef breeding program. I would like to implement this within my own herd for my future and the next generation on my family farm. I will be focusing on genetics developed to breed show quality animals for youth, as well as beef for consumers.

My professional career goal of working within a Vet Clinic allows me to provide healthcare and nutritional needs to a variety of animals. I plan to place my career focus on large animals within my local community. I have developed a great relationship with the local veterinarians and look forward to working professionally beside them. As a vet technician I will be working under their instruction enjoying a career I am very passionate about. At the same time, I will be gaining valuable experience that will open the gate to my ultimate future career goal as a veterinarian.

Utilization of my leadership, organizational, and team skills will enhance my personal career goal to help educate and facilitate youth to get involved in agriculture. I have fond memories of ag speakers at school career days, FFA, and 4-H educational events. By volunteering and educating youth, I will help to plant seeds that will grow helping youth to develop lifelong ties and careers within agriculture.

By practicing, educating, and promoting sustainable farming I will be helping to foster



agriculture products for generations. These products are a necessary part of all our daily lives. Agriculture provides jobs, safe affordable food, clothing, and is an essential part of local and global economies. Ensuring the wellbeing of agriculture comes in many forms and if we will pitch in, we can continue to have access to many of the necessities our daily lives depend on.

While my chore list in life continues to grow, I know I have a lot of hard work ahead of me in the next five years. I am excited and ready to take on new challenges, while I work

to achieve my goals. I am anticipating many changes in my life as I plan to get married, establish my own house to raise my children, the fifth generation of future famers on the homestead. All this while working within the agricultural industry in a career I truly enjoy and am passionate about!



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45 Wisconsin Teachers Achieve National Board Certification

The National Board for Professional Teaching Standards (NBPTS) Established in 1987, the National Board for Professional Teaching Standards is an independent, non-profit organization working to advance accomplished teaching for all students.

The NBPTS certificate measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videos and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.

National Board certification is voluntary and open to all educators who have a



baccalaureate degree and three years of classroom experience in either a public or private school.

Source - WI DPI (dpi.wi.gov/licensing/apply-educator-license/nbpts)

Congratulations!

Katelyn Araya

Menomonee Falls School District

Generalist/Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Alyssa Basthmer

Kettle Moraine School District

Science/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Tracy Burandt

Verona Area School District

English Language Arts/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Mary Byrns

Wisconsin

Career And Technical Education/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Loribeth Chenault

Milwaukee Public Schools

English Language Arts/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Nicole Crosby

Lake Holcombe School District

School Counseling/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Chanyn Dorn

New Lisbon School District

Career And Technical Education/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Shana Espinosa

Green Bay Area Public School District

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Abigail Grimm

Elmbrook School District

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Corina Haschke

New Lisbon School District

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Christine Heim

Kaukauna Area School District

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Kari Hemenway-Olalde

Sun Prairie Area School District

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Stephanie Hurt

Brodhead School District

English Language Arts/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Kathryn Janusiak

Racine Unified School District

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Matthew Jewell

Wisconsin

Social Studies-History/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Beth Lajcak

School District of Ashland

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Benjamin Lebovitz

Madison, Wisconsin

Music/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Jennifer Mattson

Superior School District

Music/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Jill McDonnell

Bristol School District 1

English Language Arts/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Erin McGrath

Madison Metropolitan School District

English As a New Language/Early and Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Maighread McHugh

La Crosse School District

Mathematics/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Karen Mittelstaedt

Verona Area School District

Mathematics/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Jamie Morris

Verona Area School District

Career And Technical Education/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Gwendolyn Muehlbauer

Oconomowoc Area School District

Literacy: Reading-Language Arts/Early and Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Kelly Murphy

Sun Prairie Area School District

Social Studies-History/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Sarah Oszuscik

Milwaukee Public Schools

Science/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11



Gloria Peterson*Wisconsin*

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Shannon Peterson*Hurley School District*

English Language Arts/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Kirsten Rusch*Highland School District*

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Nichole Ruud*Galesville, Wisconsin*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Gretchen Savina*Rice Lake Area School District*

English Language Arts/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Kendra Scherg*Kimberly Area School District*

Career And Technical Education/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Stephanie Schroeder*Verona Area School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Barbara Shaver*Kettle Moraine School District*

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Mae Simpson*Wisconsin*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Michelle Steffes*Wisconsin Rapids School District*

Generalist/Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Krista Thompson*Whitefish Bay School District*

Generalist/Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Brooke Walsh*Medford Area Public School District*

Mathematics/Early Adolescence

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Anabel Weeks*Whitnall School District*

Art/Early and Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Jacqueline Weier*Greendale School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Nicholas Weiss*Hamilton School District*

Science/Adolescence and Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Elizabeth Westrate*Eau Claire Area School District*

Generalist/Middle Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Darlene Wilkinson*Wisconsin*

Generalist/Early Childhood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Nicole Wolf*Medford Area Public School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

Estelle Wolters*Milwaukee Public Schools*

English As a New Language/Early Adolescence Through Young Adulthood

Valid Until: 2026-12-31

Date Achieved: 2021-12-11

From the National Board for Professional Teaching Standards<https://www.nbpts.org>

Viterbo University Alumni Spotlight *Let's Change Our World*



Viterbo Celebrates Servant Leader, Tina Miller, AWSA's 2021 Elementary Principal of the Year

Tina Miller values building positive relationships, always lending a helping hand, and what she calls, “really knowing” her young students. As principal of Howe Elementary School in Wisconsin Rapids and lifelong community member, Miller has close family ties to the elementary teaching profession. Her mother was also a teacher and administrator. “We are the only mother-daughter administrator duo in the history of

our district, she said. “It leads to lively discussions on practices, challenges, and how times have changed.”

Miller’s path to being awarded the 2021 Wisconsin Elementary Principal of the Year through the Association of Wisconsin School Administrators (AWSA) included time as a second-grade teacher. She added professional development facilitator, charter school grant coordinator, behavioral support teacher, and educator effectiveness coach to her resume before landing as principal at Howe Elementary in 2016.

Miller earned her WI Principal 5051 licensure in 2014 from Viterbo University’s Graduate Education program. Her experience at Viterbo, combined with various professional roles and diverse learning opportunities, helped build her personal philosophy and mindset of a true Servant leader. “I wouldn’t be an elementary principal without taking the leap of faith to pursue this degree.” She explained that it helped her evolve into a leader who values collaboration and building positive relationships.

Another valuable aspect of Miller’s Viterbo experience included the peers who also became her close friends. “We became champions for one another.” She credits the course material for its relevancy, saying she

continues to reference resources and tools used in class. Miller also believes the depth of the content proved invaluable in helping her center on her personal philosophy of Servant leader.

Miller says, “My goal is to remove barriers for students, staff, and families so they can all grow to their best selves.” She achieves this by connecting with parents when they need an advocate, helping teachers get professional collaboration built into their weekly schedule, to knowing (really knowing) each and every student at Howe Elementary School to earn their trust for authentic learning.

Miller has worked to shift focus on internal motivation instead of external rewards. They celebrate successes and good deeds with words, recognition, and reinforcement. On the flip side, punishments focus on logical consequences, emphasizing respect, related consequences, and reasonability of tasks. “A focus on social and emotional learning has to be just as important as academic learning because if a child isn’t in the right brain state, then we can teach all we want, and they will not engage or learn. Connections and relationships are the intervention.”

Miller shared, “We have a unique



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opportunity to prioritize what is most essential to a whole child mindset for success. It is up to us to make the changes that our future selves and students will be thankful for.” Through building positive relationships, helping wherever she is needed, and, “really knowing” her young students, her passion and dedication to education, her community, faculty, staff, and students, is changing our world.

2022 Teachers of the Year

Wisconsin Teachers of the Year are incredible educators with unique perspectives and valuable voices.

Wisconsin's Teachers of the Year are selected by the Wisconsin Department of Public Instruction from the pool of recipients of the Herb Kohl Education Foundation Fellowship. This year, for the second time, there are five Teachers of the Year instead of four thanks to the generosity of the Kohl Foundation.

The Wisconsin Teacher of the Year Council believes that the first year of a Teacher of the Year's service is considered his or her "year of recognition". During this year, the TOYs focus on being a forward-facing representative of education. Wisconsin's Teachers of the Year remain in their classrooms and districts throughout the year while actively serving as a representative of public education. They attend several ceremonies in their honor, including recognition at the annual State of

Education Address at the state capitol rotunda by the State Superintendent of Schools. They engage in ongoing professional development as a cohort, and engage in many local and statewide activities. They are frequently asked to speak at conferences or events, and each teacher designs his or her year of experience based on their interests, passion areas, experiences, expertise and content areas.

Each of the Teachers of the Year are also appointed to the Wisconsin Teacher of the

Year Council for five years.

After his or her "year of recognition", a Teacher of the Year enters the "years of service", in which their tasks become much more service-oriented. Activities include providing policy guidance and feedback; leading local, regional or statewide educational initiatives; public speaking; designing and leading professional development; acting as an advocate on key issues and topics.

WI DPI

Teacher of the Year Essays



Anna Miller

Speech Language Pathologist
Harmony Elementary School,
School District of Milton

Miller is a speech language pathologist for pre-K to third grade and has 25 years of experience in education. Among her many contributions, Miller created an innovative play-based preschool speech program for 3-year-olds. In her application, Miller said she measures her work as a speech language pathologist by the statement, "All children do well when they can."

Abraham Maslow was an American psychologist who studied motivation and what he called "self-actualization" in the 1960s. He studied the idea that motivation, creativity and learning come only when a person's other needs are "more or less" met. His theory can be visualized as a pyramid. At the bottom of the pyramid, Maslow states that our basic needs come first: food, clothing, shelter and safety. In the middle of the pyramid, we find our psychological needs: sense of belonging, love, friendships and self-esteem. Once these needs are met, we are able to reach the top of the pyramid, where self-fulfillment, creativity and meeting one's potential are found.

The children who walk into our schools every day are each carrying their own version of this pyramid with them. Some of their needs are met while others might not be. Add to that the racial, cultural, gender and religious identities that are critical for developing a sense of connection and self-esteem. Now let's put on our pandemic glasses and view these pyramids

through the lens of two years filled with inconsistency, insecurity, isolation and loss. Students today are more complex than ever, and so are their needs.

Here's what it comes down to. Our kids need us. They need to be learning in classrooms, and they need support reaching academics that were lost in a pandemic. But what they really need is us. Teachers and school districts have recognized this and stepped up with a renewed focus on social and emotional development and support of mental health. We recognize that the students are back in our buildings, but not all of them are equipped with the tools they need to learn. And although the COVID-19 pandemic was a catalyst for this renewal, the need for support and programming in this area was present before the pandemic hit and will certainly stretch beyond it.

School leaders play a critical role in supporting our students by providing the time and resources for social and emotional learning. In addition, they recognize that social-emotional learning does not take away from academic learning, but rather lays the foundation for it. There are several structured curricula that provide for direct instruction of skills, and there is professional development available that teaches staff how to weave this learning into daily activities in the classroom. For every unique district and community structure, there is a way to embed social and emotional support for all students. School leaders should bring teachers, administrators and the community together to identify the needs of their district and a plan for reaching those needs.

When I walk through the hallways of my own school building, I see every student being provided with breakfast. I hear morning meetings where students have the opportunity to share and connect. I see social and emotional curricula being co-taught with the guidance counselor, who is full-time in my building for the first time. I see a social worker who has shared an app with the community that gives everyone the opportunity to donate to our families in need. I see teachers getting to know students' families and stories. We are building pyramids from the ground up so that our students can reach the top of theirs.

www.milton.k12.wi.us



Eric Mumm

Technology and Engineering Teacher,
Lancaster High School,
Lancaster Community School District

Mumm is a technology and engineering teacher and has nine years of experience in education. Mumm was previously identified by the DPI as a 2020 Wisconsin Educator of Promise and was invited to the Wisconsin Educator Leadership Rendezvous. He also serves as the National Honor Society adviser for his high school. Mumm said in his application that his goal as a teacher is to "help students develop and retain a diverse and essential toolkit for anything beyond high school, from everyday life skills to college and the workforce."

The COVID-19 pandemic has forever changed education. Students are all too familiar with online roll calls, submitting electronic homework, and being assessed from their com-

Continued on Page 21

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Teacher of the Year Essays Continued from Page 20

puter screens. We see this even in small rural schools, where the arrival of digital learning environments has arguably been met with more hurdles. How long will online learning persist? What will its lasting impact be?

Millions of students and families are still opting for — or are being required to take — online instruction. These online learning communities are at the center of contentious debate and ongoing political, social and developmental argument. Furthermore, following closely in the ubiquity of online learning, schools have seen a significant decrease in student participation and interest. There is increased pressure to get students “caught up” from disrupted instructional time.

I know school board members have been grappling with these issues. As teachers, we have, too. Especially in career and technical education, an area that has been dealt many curveballs since, unlike other disciplines, we don’t transition well to online instruction. As a CTE teacher, I am part of a team that offers hands-on, tangible experiences in real-world situations with employers, community members and educational mentors. We offer certifications and credential programs that give students an advantage in career opportunities and help spark interest in areas that don’t necessarily require higher education degrees.

As we look toward in-person instruction after so much virtual and blended instruction, we find our biggest strength. I believe that if we allow for some out-of-the-box thinking about what education really is, school board members and teachers can offer many opportunities for face-to-face instruction within our changing instructional landscape.

As an outlet for alternative, perhaps non-traditional learning, CTE is uniquely fit for this new learning environment.

These opportunities can still be provided in COVID-cautious environments and, with the right kind of support, can be made widely available to many, if not all, students. For example:

- Schools can work with the community, in small groups, with project-based learning. By working with organizations and individuals in the community, teachers can provide opportunities for students to learn skills while working outside the school building.
- Schools should explore and support youth apprenticeship or school-to-work opportunities within the community. In a time where “Now Hiring” is posted in many front windows, allowing students to work for a local employer while earning credit, career experience and a paycheck can be powerful for both the student and the community.
- CTE naturally lends itself to open spaces and labs where students can spread out and learn while distancing themselves from others. Future investment in these areas support learning that is free of students in rows or desks.

- If being online is necessary, lean on CTE teachers to provide instruction on technical, workforce and professional skills in place of the hands-on experiences. Doing so allows for relevant and applicable instruction that can be put to use as students eventually enter the workforce.

My hope is that this kind of innovative strategizing would become a more permanent fixture in schools. The problems that existed pre-pandemic for students — the student debt crisis and the dearth of skilled workers heading into an aging industry and labor workforce — are still very real. If we can refocus the priorities within our school districts to offer a variety of trade- and skill-based educational opportunities, we can not only address the problems we are experiencing right now, but also begin to find a balm for the already existing problems we have ignored.

lancastersd.k12.wi.us



Kabby Hong
English Teacher
Verona Area High School,
Verona Area School District

Hong is an English teacher with 20 years of experience in education. A National Board Certified Teacher, Hong has given several presentations for The New York Times on argumentative writing and boasts awards from Stanford University and the University of Chicago for his effectiveness as a teacher. In his application, Hong defined the term “achievement” as striving to help his students “find their voice and become a better version of themselves.”

Growing up in the only Asian American family in a small rural Missouri town, I felt a sense of isolation and never liked being Asian American. I wanted to be Steve Garvey, the first baseman for the Los Angeles Dodgers. Steve was everything that I wasn’t. He was athletic, had “all-American” good looks and was white. I realize now that my self-hatred derived from never seeing someone like me accomplish anything significant or important. Asian Americans never wrote the novels

or starred as the main character in the books I read. Asian Americans never showed up in our history books or lessons as inventors, scientists, heroes or activists. Asian Americans were literally invisible in nearly every aspect of our society.

The price Asian Americans and Pacific Islanders have paid for that invisibility has come to light during the pandemic, when there have been more than 9,000 documented hate crimes against the Asian American and Pacific Islander community. As a student, and now as a teacher, I know the power of our public education system to either normalize humanity and excellence across all identities or do the opposite. The choice that we make as educators has profound implications, not just for our school system, but for our country.

Currently, there is a fierce debate about whether race and identity should even be discussed in school. When I was growing up, my school’s curriculum was considered “neutral.” But I would argue that my school’s “neutral” curriculum damaged not only me but also my classmates.

I never learned about the long, rich and accomplished history of Asian Americans in this country. I never learned that the Chinese literally built the railroads that connected America, with many of them sacrificing their lives. I never learned about Wong Kim Ark and his contributions in standing up for citizenship rights for all in his landmark U.S. Supreme Court case. I never learned about ground-breaking stateswoman Patsy Mink or the bravery of Daniel Inouye and the 442nd regiment who fought in World War II despite the wrongful incarceration of their families in internment camps.

Not only was I robbed of this knowledge, but so were my non-Asian classmates who only got a one-dimensional view of an entire group of people.

The goal of any education is to turn one-dimensional concepts into three-dimensional ones, and to take the invisible and make it visible. None of that happened for me and my classmates during my education

There has been tremendous progress made in the last year with a recognition that schools play a vital role in combating stereotypes, invisibility and violence against the Asian American and Pacific Islander community. Illinois became the first state to require Asian American history to be taught in schools. This effort is a recognition that all students benefit when the definition of who is an American is broad, diverse and inclusive.

Using education to fight hate is why we teach the Holocaust in school districts across this country. These lessons don’t just benefit the Jewish community, they benefit all of us as we learn from our mistakes and vow to do better. Our country’s diversity is a source of strength. Schools are at their best when we don’t run from our diversity but embrace it.

As an educator, I’m an optimist. I believe in the power of education to heal what ails us while illuminating a pathway forward. That can only happen if we work to ensure that all of our students are seen, heard and validated. Instead of wanting to be a “Steve Garvey,” I hope my students will look in the mirror and see themselves as the hero in their own story.

verona.k12.wi.us



Patricia Zemke
Health Teacher
John Muir Middle School and
Horace Mann Middle School,
Wausau School District

Zemke is a sixth grade health teacher with 26 years of experience in education. She is a National Board Certified Teacher and serves on the Wausau School District’s social-emotional learning team. In her application, Zemke said she aims to create an environment “where students feel safe to share their dreams, a classroom where students develop empathy to learn from and inspire one another, develop grit to keep striving, and where they develop skills that empower them to become their best selves.”

As I sit down to answer the question, “What does life look like in the classroom?” I have a heavy heart as my daughter deals with the second suicide in her high school in a week. I have a heavy heart because I know I will be greeting a student tomorrow who has been getting beaten at home.

I have a heavy heart when I think of the sixth grade student I helped last week who wrote in their work that they were suicidal. It wasn’t in BIG BOLD LETTERS. It was hidden among other facts about the student. I immediately went to that student’s class and asked to speak with them in the hallway. Explaining my concerns and that I wanted to make sure they were safe, I walked this student directly to the counseling office. We met together with the

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Teacher of the Year Essays Continued from Page 21

counselor; the student did not think I would actually read their assignment.

I have a heavy heart when I mentally get ready for my sixth graders who lost their classmate to cancer last year. These students did not get the chance to talk together about their classmate and what transpired. I have a heavy heart because I carry these worries and thoughts with me, yet do my very best to lighten the worries and thoughts of my students first.

Life also looks great in the classroom. There are students who are ready to learn, eager to participate and happy to be with their friends in person. How do we connect those seemingly “happy” students with the students who are struggling? We make connections.

My class does not start with a traditional “bell ringer” of content warmups. My class starts with talking about our weekends, answering silly questions, mindful minutes or maybe a game. Sometimes, we don’t even get to the content. Sometimes, we spend the WHOLE time talking. This is why I know my students lost a friend to cancer; we talk about it almost every day in one way or another. When we talk, we learn about some very important content, such as empathy, resilience, gratitude and grit.

In the elementary classroom, each day begins with “circle time.” I would like to see “circle time” continue into the secondary grades. Why did we ever think it should stop? Students are making bigger decisions at the secondary level and are beginning to have a better understanding of the world and their place in it. Secondary students need to have the opportunity to bounce their ideas and dreams off a trusted adult every day.

Some classrooms utilize a social-emotional learning curriculum to act as “circle time.” This is a wonderful step; however, it is a curriculum and our students do not always need a curriculum. Students need a safe and supportive environment that encourages student growth in the form of communication and connection with others. Students may not “participate,” but that does not mean they did not make a connection with someone else.

If classrooms adopt a safe and supportive environment for connection, the adults will need time. Time to process all that they will begin to know about their students. The number of school counselors and therapists available at schools will need to increase. Every school needs at least one therapy dog that classrooms can utilize! When classrooms develop the environment for connection, students will talk.

When they talk, they learn about very important content — empathy, resilience, gratitude and grit.



Tarah Fedenia

Speech and Language Pathologist
Poplar Creek Elementary, School
District of New Berlin

Fedenia is a speech language pathologist with a decade of experience in education. In addition to her work as a bilingual (Spanish) SLP, Fedenia was previously a staff member at the Friendship House in Milwaukee, a transitional women and children’s shelter, and was an instructor for children living at the Milwaukee Rescue Mission’s Joy House. Her educational philosophy, as noted in her application, is to “provide support to those who need it the most.”

To quote Angela Davis, “If we prepare schools to be restorative for the most vulnerable among us, all students, even the least vulnerable, will be well served.” In our efforts to serve all Wisconsin students well, we need school board members to prioritize what best prepares students for this time in history. This includes mental health services, equitable access to technology, maker- and design-thinking, strengths-based approaches to families, bilingual support and closing opportunity gaps.

Mental health services are more important than ever. Before we can expect students to learn, they need to feel safe. Our students have experienced one of the most isolating events of history during the most formative years of their lives. Students need outlets to share experiences, if necessary, with a school psychologist. We need to build time into the school day for teachers to have flexibility to provide relationship-building opportunities. The umbrella of mental health services includes mindfulness activities, restorative justice practices, and efforts to reduce suspensions and expulsions. We also need to prioritize access to mental health supports for our LGBTQ+ students, who are more likely to report lack of support.

We need to do whatever it takes to provide equitable access to technology, which has become synonymous with access to instruction. This includes technology that unlocks barriers for our learners with disabilities, such as students who use voice-output applications

on iPads to communicate with others. We need access to technological programs that support maximum possible growth for our state’s most high-achieving learners.

Scientists created COVID-19 vaccinations faster than any other vaccine in history. In the future, our children will be faced with new challenges that we cannot foresee, which they will use maker-thinking and design-thinking to overcome. Upon graduation, our students will apply for jobs that address issues that don’t exist yet. Therefore, we need to continue supporting makerspace and STEM learning opportunities for all.

To make virtual learning work throughout the pandemic, school staff tried to creatively meet each family where they are. To provide equitable opportunities for each student to meet their full potential, we need to continue to tap into strengths that families bring to the table. We need to continue funding parent centers and parent coordinators who transform schools into sites of positive and culturally relevant community engagement.

The pandemic hit many of our bilingual families even harder than some of our other families. In our Wisconsin schools without bilingual programs, bilingual families had the added challenge during virtual learning of understanding how to support students’ access to and ability to complete schoolwork in their

non-native language. Wisconsin’s unique funding model for English language learners excludes smaller school districts with less than a mandatory number of students enrolled. School board members in districts with and without this state aid alike must embrace the challenge of creatively finding ways to support their English language learners.

Opportunity gaps for Wisconsin’s students of color, Indigenous students, students with disabilities and homeless students are evidenced by considerably lower graduation rates. There is evidence that the opportunity gaps present before the pandemic have only been exacerbated by it. We need to prioritize these students’ success if we truly profess to believe in equitable education.

As Michelle Obama stated in her autobiography, “Grief and resilience live together.” Teachers have demonstrated their resiliency to do best by their students throughout this pandemic, and we ask our school board members to do the same.

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