

# TEACHING TODAY WI™

Spring 2021, Volume 2

WISCONSIN'S 4K-12 EDUCATION CONNECTION

## Careers in Motion



### The School District of Waupaca Celebrated its first CTE Signing Day on May 20, 2021



School District of Waupaca

For reference, high schools have been known to celebrate athletes signing letters of intent and praise seniors that have received acceptance letters from colleges. Waupaca High School has chosen to go in a different direction and honor the students who are prepared to enter the skilled labor workforce after graduation. The students met with representatives from their future employers on stage and signed letters of intent, while their families and school administration witnessed.

Steve Thomaschefskey, Career and Technology Education Coordinator, wanted to honor students like this for the 2019-2020 school year, but plans were dashed when schools were shut down due to the Covid pandemic. This year, Julie Kosobucki, career specialist at Waupaca High School, had dis-

cussions with many different employers. Each employer talked about the need to hire skilled employees, this included Deandre Zimmerman of the Waupaca Foundry. During their discussion, the idea was brought up about honoring students entering the workforce with a signing day. Deandre agreed this would be an amazing opportunity for employers and the school district plans were then set forth for this event to take place this school year.

As the demand for skilled workers grows, we need to extend the importance and value of what tradespeople have on our local, state and national economies. Students can graduate high school, become an apprentice making a significant amount of money with little to no college debt in 2 short years. Our district works closely with FVTC, the Waupaca Area Chamber of Commerce and local businesses to determine what needs there are now and the future and what education can be used to better prepare students for those future jobs. This year the district had a total of 56 students in Youth Apprenticeship or Work Experience.

This year's event recognized students entering the skilled labor workforce who completed their senior survey. Next year, there are plans to grow the celebration to

Continued on Page 7



### 28 Wisconsin School Districts Awarded Fab Lab Grants

28 school districts throughout the state have been awarded a total of more than \$635,000 in grants to establish or expand local fabrication laboratory (fab lab) facilities.

The fab lab is a high-technology workshop equipped with computer-controlled manufacturing components such as 3D printers, laser engravers, computer numerical control routers and plasma cutters. Through its Fab Labs Grant Program, WEDC is supporting the purchase of fab lab equipment for instructional and educational purposes by elementary, middle school, junior high or high school students.

"WEDC has invested over \$3.4 million over the past six years to provide 95 school districts across the state with the equipment necessary to help students learn high-demand skills, including technology, manufacturing and engineering," said Missy Hughes, secretary and CEO of WEDC. "Fab labs not only benefit the students themselves with important technology and career skills, but they also benefit Wisconsin employers, who will be able to find workers with the right skills to allow their companies to grow and thrive."

The following school districts were awarded Fab Labs Grants:

- Cuba City School District, \$21,938
- Montello School District, \$25,000
- School District of Poynette, \$9,222



Fab Lab at Merrill Area Public Schools

- Columbus School District, \$25,000
- Dodge Land School District, \$25,000
- Southern Door County School District, \$25,000
- Gresham School District, \$19,500
- Washington Island School District, \$25,000
- School District of Belleville, \$13,000
- School District of Athens, \$25,000
- School District of Nekoosa, \$25,000
- Wauwatosa School District, \$25,000
- Merton Community School District, \$25,000
- Cornell School District, \$25,000
- Elk Mound School District, \$25,000
- Milwaukee Public Schools, \$25,000

Continued on Page 11

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# TOP 10

## REASONS TO RECOMMEND A TECHNICAL COLLEGE

### STUDENT SUCCESS BY THE NUMBERS:

# \$48,000

MEDIAN SALARY OF 2020  
ASSOCIATE DEGREE STUDENTS  
WITHIN 6 MOS OF GRADUATING

# 228,000

TECHNICAL COLLEGE CREDITS  
WERE GRANTED TO WI HS  
STUDENTS IN 2020

# 91%

OF STUDENTS ARE  
EMPLOYED WITHIN 6 MONTHS  
OF GRADUATION

# 97%

OF EMPLOYERS ARE  
SATISFIED OR VERY SATISFIED  
WITH THE EDUCATION AND  
TRAINING OF TECHNICAL  
COLLEGE GRADUATES

- 1 **Student success** is the heart of our mission, prioritizing student support services and making technical college accessible to all.
- 2 Technical education is **affordable and focused**, so students only take and pay for the classes they need.
- 3 Students learn and practice the skills before starting the job, providing priceless **experience and confidence** to begin an in-demand career.
- 4 More than **500 programs** are available statewide in everything from agriculture to veterinary science.
- 5 Employer partnerships with technical colleges build **trust in graduates** and strong, relevant career opportunities.
- 6 Instructors and staff have **strong academic credentials**, industry experience and are supportive and dedicated to students' success.
- 7 Ever-expanding transfer opportunities open doors to students so they can **earn credentials beyond their associate degree** without repeating classes.
- 8 In 2020, Wisconsin high school students earned > **228,000 technical college credits** while attending high school, **saving money and getting them closer** to their degree; some even completed both high school and college degrees.
- 9 Half of 2020 graduates **earned \$48,000 or more** and 91 percent had a job within six months of graduating.
- 10 We are responsive to students, employers and communities.

SEE MORE GREAT REASONS AT [WTCSYSTEM.EDU](http://WTCSYSTEM.EDU)!

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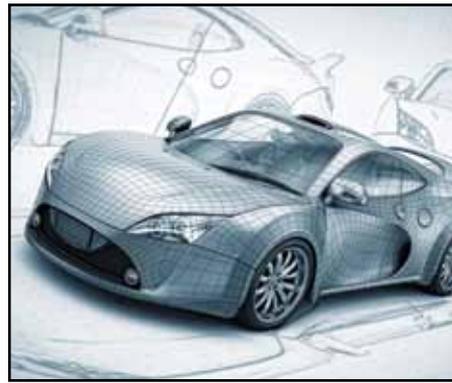


## Essay Contest HIGH SCHOOL WINNER

### Automotive Design

*Colin W.*  
*Arrowhead High School*

Ever since I was little I have loved cars. Some of my best memories are with my dad and my grandpa working on cars or going to car shows. I believe that it all started with my grandpa, I remember going over to his house for a week and getting to ride around in his cool old mustang. We'd drive to the diner and walk around looking around at all of the other classic cars while I soaked in as



much knowledge as possible from him. I still remember my dad and I surprised him with an old mustang car show for his birthday. He was so happy to get to spend time doing what he loved with us. Those car shows were a way for all three of us to be able to spend time together and get to hear all of his stories. Now I get

to live through him by getting to drive his old truck every day and getting to drive and work on his old Mustang in the summer. This started my obsession with cars and trucks which now has sparked a passion that I have for restoring old cars and trucks.

Right now I am getting to connect with my other grandpa by working on and restoring his old farm truck. This is a great experience for me to be able to see all of the small details that are crucial to making anything run. I believe that working on his old truck is really helping me get to know him and how he was able to make repairs to it. The truck was packed full of all of his old things which I think was really cool to be able to see and to be able to get a sense of what he was like.

I think that designing cars would be an amazing profession. I have such a strong passion for cars and I think that I would be able to do really well. I don't know a lot about this profes-

sion yet I am still very drawn towards it. The great thing about engineering is how universal it is. Once I get my degree in engineering I will be able to apply it wherever I'd like and if I have the opportunity to move into the automotive field that would be great.

I am currently planning on going to a four-year college for engineering management. I think that this is a great degree to be able to move around and really find my passion. I want to be able to say that I do what I love. Something that has always worried me was being stuck working on something I hate and dreading going to work. I believe that if you do what you love you'll never work a day in your life. Automotive design is something that I truly have a passion for so I hope now that I will be able to move into the automotive field and truly do what I love to do. If you don't love what you do then you are in the wrong place.



## Essay Contest HIGH SCHOOL WINNER

### Construction Project Manager

*Audrie A.*  
*Luck High School*

My dream career is being a construction project manager. My dad and I have been talking about this and finding ways for me to engage in this career and learn new things. Another reason I'm interested in this career is seeing how successful people I know and people I've read about in articles are.

After finding that this job is something I would be good at and interested in, I started looking at the classes my school offered that

would be like what this job would entail. My hopes were that the classes would give me some realization but also confidence that I could go into this career. I started with accounting, I loved this class! It showed me a majority of the math and paperwork I would be handling. It definitely wasn't easy and it came with a lot of mess ups and retries but after getting the hang of it, I realized that I could see myself in this career.

After taking that class my sophomore year, this year as a junior I am taking business management. This class showed me a deeper understanding of what I would be doing as well, although the simulations we ran were a restaurant and a hotel, compared to a construction manager. This showed me that it's difficult and that you have to be committed and ready for any slip ups at any time, and there's a lot more that go into businesses then you probably realize if you're not in that field.

By taking these classes it showed me and helped me understand that it's not easy, it won't be easy, but also that I can do it, and I'm willing



to put in more effort for classes that will help me in this career. I enjoy this career because I like working with money and organizing things. I'm great at saving money and making good decisions that will help in the future.

Our school counselor has helped us find ways to look into careers, read about them, find what fits you through quizzes about yourself, and even colleges that offer the best for the career you

choose! Through this website I have been able to find out lots of information about my dream career like how much money it makes, what I can do to prepare myself, and what the job will entail.

One of the big things that stands out to me in this career is that it is mission-based which means through all of the planning and organizing there's always an end build that will show progress which is always nice to see. The projects can range from starting a building straight from scratch or even just renovations for buildings. Having a wide variety of choices is good, it gives you room to try new things, and learn new things through every project.

This career has a lot of room for growth in the person who works in it and I love that because only sticking to one thing gets boring. This career allows you to come up with your own ideas and be able to change a few things for the next project. I'm so excited to learn more about this career and hopefully become a part of the industry when I'm older!



## Essay Contest HIGH SCHOOL HONORABLE MENTION

### Nursing

*Emma S.*  
*Ithaca High School*

Since I was a little girl, caring for others has always been a passion of mine. As I grew older, I began watching shows involving hospitals such as Grey's Anatomy, Chicago Med, and ER. The career that interests me the most is a Trauma Hospital Registered Nurse.

Several reasons I want to become a Trauma Hospital RN are difficult situations, new cases every day, a fast pace, the interesting skills applied, and diagnosing patients. Being in difficult situations means thinking on the fly. In the



Emergency Room, new cases come in every day. The pace is fast and exhilarating. I am intrigued by the skills used to insert central lines, assess wounds, intubate, and determine whether the patient is in need of surgery. I picked this career because I'm interested in diagnosing patients based on their symptoms and treating all types of injuries.

Sometimes interruptions come along when working towards an accomplishment. For me,

procrastination has been a hurdle I am working to overcome each day. Being in college pushes you to do your work on your own and set deadlines. Along with procrastination comes my struggle with time management. As I write this essay, a personal goal of mine is to plan to overcome my issue with procrastination. Being an honor student and having been involved in extracurricular activities since elementary school, I've always had many tasks to complete.

Another possible obstacle is my being unaware of all the opportunities that are out there. Recently I wrote an essay on a topic I didn't know much about and I received first place. This proves to me that if I seek out contests or look for activities that will benefit my academic career, I will achieve great things. And finally, now that I am a junior in high school, I am more aware of the money aspect of life. I have been very fortunate growing up, and for that my mom reassures me that working hard pays off overtime. Having a family and being a present mother in my kid's lives is something I've dreamed of being a part of. I will have to make the decision of whether

having a career or being a full time mom is right for me. Along with responsibility comes decisions and planning what I need to decide will help.

Nothing gets done without a plan. Not long ago, I was accepted into the SWTC Nursing Assistant program. This is the first step in achieving my dream. I plan to take the job seriously and make it my goal to give the best care I can each day. I will become a CNA before receiving my high school diploma; therefore, graduating with course work corresponding to an RN. Because of COVID-19, volunteering at hospitals is not as safe, or allowed, as in past years. Physically being in the hospital is a great experience not just for hopes of becoming an RN, but the exposure to different people. After graduating high school, I plan to apply and be admitted to a university that has a respected Nursing Program. Through these and other plans, I will achieve my goal.

Writing this essay, I've put into words my next steps to achieving my dream career.



## Essay Contest MIDDLE SCHOOL WINNER

### Physical Therapist

*Erin A.  
River Ridge Middle School*

#### Healthcare Hero

Ever since my aunt was in an accident, I have wanted to help people. At first, I wanted to be a surgeon but recently I changed my mind. I decided that I wanted to be a physical therapist because I have always loved the healthcare business and I made the decision that I wanted to be a part of it. Another thing I want to do while I'm helping people is to build up relationships with them. I know the job is definitely going to be a challenge but I'm up for it.



I know a lot of people that think they want to be in healthcare because you make a lot of money, but for me, it isn't about the money, it's about the people. I always have tried to solve problems, and while I'm working I can talk to people and possibly solve their problems. I'm really passionate about being a physical therapist because I want to make a

difference and I hope all people can find jobs that they are passionate about too.

I look up to my godmother, my aunt, and my mom because they are all strong women and I want to be just like them. They may not be in healthcare but they all have great jobs and are living a happy life. To me, it seems like they have my dream life. I also look up to all the

healthcare heroes out there right now since it has been a really rough year. I know that this job can be very emotional at times because people come and go but all along you are just living your life and learning a lesson. I really think that life is a roller coaster and that your job is just a big part of it.

Another thing this job can be is stressful, you have to deal with a lot of people. Some can be nice and some can be mean. I mean I've met mean people in my life but PT's will meet some people that were just in an accident and are really mad about it so they take it out on you. You also will have to do a lot of paperwork after your 10-12 hour day! Wow, but that is what I want to do and I am really excited to do it. A bonus is that you have to go through a lot of school to be in healthcare and I am a dedicated student at school, so PT's of the world here I come!

In all I think that this job is the one for me. I have been learning about healthcare workers for a while now and I can't wait until I get to be a part of that team. I have even gone to a career website and took some quizzes. My results were all in healthcare and one of my top choices was a physical therapist! I guess it's meant to be.



## Essay Contest MIDDLE SCHOOL HONORABLE MENTION

### Work With Animals

*Hannah J.  
Spooner Middle School*

I have always loved animals even when I was little. I have a couple dogs and a cat. So I want to work with animals. But not just work with them, I want to help them. I want to work with rescue animals. To help rehabilitate them and find them new homes. Many rescue animals come from bad places and they just need a second chance. I would be able to work with animals all day. I have always been able to calm dogs and get them to trust me easily. Cats as well.

I once worked with a border collie named Jackie when I was part of a school club that goes to the animal shelter. No one could get her to trust them. I couldn't get her to either. So I just sat in her kennel for weeks. Just talking to her. Then one day she laid down and I reached over to her. She let me pet her. She just laid there. I was the first one she ever trusted.

I also ride. I love horses so much. It would take a lot of time and effort to work with them, but I would love it.

My dad has a close friend that is a veterinarian. Because he knows us, we are allowed in the back. He lets me see the animals that are there. I even sometimes get to be there when he is operating on a dog or cat. But surgeries are not exactly my thing. But I love going. It is fascinating to see everything. When I helped out at the animal shelter I always left dirty and covered in hair but it is a lot of fun. I cleaned windows, food bowls, kennels and litter boxes. And I helped feed and water the animals.

Then after that was done I got to play with the animals. And break up a few cat fights over who caught the disappearing red dot first!

I love working with scared animals. My dad says I got it from my mom and she agrees. Considering she adopted numerous scared cats and a retired greyhound that needed her. But if

they are nervous and scared of people I want to be with them. It takes time, but eventually, like Jackie, they will come to trust you. You need to take your time. Work with them and give them a reason to trust you.

This is why it would be my dream job to help animals.



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**The complete list of contest winners and more essays  
may be found at [www.teachingtodaywi.com](http://www.teachingtodaywi.com)**

# Meemic Foundation Celebrates Student Poets as Latest Masterpieces

*Meemic Insurance Company*

For The Meemic Foundation’s latest Meemic Masterpieces student contest and grant opportunity, Foundation Club member teachers challenged their students to provide rap lyrics or poems about their COVID-19 experience, school life in 2020 or celebrating diversity.

When we first announced this new spin on the Masterpieces grant opportunity, we weren’t prepared for the entries to blow us away like they did. The students came through with a wide array of personal and heartfelt insights into what they experienced in such an extraordinary year.

Winning students received Beats by Dr. Dre Solo3 Club Collection wireless headphones and a personalized certificate recognizing their work. Their teacher sponsors were given a \$300 credit to use online at Office Depot for school supplies.

We hope you enjoy their work as much as we did.

To watch a video of some of the winners read their poems and to see all the winning entries, visit [MeemicFoundation.org/Poetry-Celebration](http://MeemicFoundation.org/Poetry-Celebration). For The Meemic Foundation’s latest grant opportunities, please visit [Meemic-Foundation.org/Grants](http://Meemic-Foundation.org/Grants).



## Meemic



## TEACHING TODAY WI™

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We invite you to submit articles to:

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***Thank you, to all our past, present and future contributors!***

### *In our Year in Review Issue*

- CTE/Construction Highlights ..... Pages 6–8
- CTE/Manufacturing Highlights ..... Pages 9–11
- CTE/Transportation Highlights ..... Pages 14–16
- Five Educators Selected as 2022 Wisconsin Teachers of the Year ..... Page 19
- Leadership Highlights ..... Pages 19–22

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Watch for updates, contests, grant deadlines, and school program features!



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## Kimberly Students Continue to Build Towards the Future Despite COVID-19

*Kimberly Area School District*

Despite the current pandemic, the Building Construction 2 (BC2) class from Kimberly High School (KHS) recently finished construction on the Nirschl Field multi-purpose facility. Nirschl Field is located on school grounds and serves as the home field to the Kimberly athletic department and other community-based activities.

“This class provides students with opportunities to achieve field experience that they can’t get in the classroom,” said Steve Masanz, the KHS technology education teacher and ACE Academy Coordinator leading the class. “Also, more importantly, they have a chance to explore rewarding careers in the construction industry and develop essential workplace skills that will help them in any career field they choose.”



*Winter 2021, Volume 1, Front Page*



## Bridges Construction & Renovation Students Improve Community with 2020–21 Home Projects

*Green Bay Area Public School District*

The Bridges Construction & Renovation Program provides high school students a community-based, hands-on learning experience in the construction and renovation industries. Each school year, Bridges students work on building a house from the ground up



in partnership with NeighborWorks® Green Bay. Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design.

*Winter 2021, Volume 1, Page 10*

**Read the full versions of all our Year in Review articles at [www.teachingtodaywi.com](http://www.teachingtodaywi.com)**



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## Home Maintenance and Career Opportunities in Waupun Schools

*Waupun Area School District*

The Waupun Tech Ed. program starts in 7th grade and works through various industry skills up to 12th grade. Students can specialize in areas that interest them such as the construction industry, or relative home repairs. The Home Maintenance course is offered to



9th–12th graders. The goal of the course is to walk students through the home buying process and provide them with the hands-on skills that will give them independence in a home. We are proud of the technical skills our students learn in our labs and can take with them after graduation. It is even more exciting to think of the future careers they are introduced to in our classroom daily.

*Winter 2021, Volume 1, Page 11*



## Portage High School Building Trades Program

*Portage Community School District*



Our building trades program, which is our capstone class in our construction curriculum, is a source of pride here at PHS. Each year since the early 1990's, a group of our students set out to build and complete a single-family home. In September we start with a new foundation and by the end of May, it is a finished building. This is one of the most real-world experiences we can offer to our students. The first skill they learn is how to apply for a job, because to get

into the class they have to fill out an application, create a cover letter, and put together a resume. After completing our construction program, students are equipped with a wide variety of skills that span across many different construction trades.

*Winter 2021, Volume 1, Page 13*



## Horlick High School Students Build to Learn

*racine Unified School District*

Luis Pineda just wanted a good grade. “When I first started I didn’t know anything. I took the class because I thought I would get an easy A,” Pineda said. “But now, it’s turned into a class that has prepared me for life after high school.” Pineda is enrolled in Horlick High School’s Level 3 Construction Pathway course in the Academy of Education and Technical Services. During the school year, students like Pineda had the opportunity to work with companies, learning everything from construction and carpentry to smart technology and plumbing. “The skills I have learned in this class have far surpassed my expectations,” Horlick senior Sergio Beltran added. “I have learned everything from how to read a tape measure to how to properly build a sturdy foundation.”



*Winter 2021, Volume 1, Page 13*



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## CTE Signing Day at Waupaca

Continued from Page 1

include students who have earned state certifications such as the AutoCAD, CDL, CNA and Youth Apprenticeship certifications as well as all students who are furthering their education through a technical college.

The School District of Waupaca located in Central Wisconsin offers a comprehensive CTE program. This includes pathways in the following areas: Agriculture, Business, Finance, Computer Science, Architecture,

Manufacturing, Construction and Transportation. Currently the district has 17 dual credit courses it offers through FVTC.

[www.waupaca.k12.wi.us](http://www.waupaca.k12.wi.us)  
(715) 258-4121



## Programs of Interest — Watch for Updates this Fall!



### Tiger Construction

Webster School District

Tiger Construction has been busy learning while building a 1,400 square foot which includes, 3 bedrooms, and 2 bathrooms, open concept vaulted great room includes a gas fireplace, dining room and custom-built kitchen cabinets. The house is being built to the west of the Tiger-Tech facility. It is designed and engineered to be moved. As Mason Getts said, "it takes hard work and dedication to build a house." We are currently laying out and framing the inside walls. Every day the students can stand back for a moment and see the progress they've made. It is a great learning experience for our students to be able to build



a house in a high school class. Mr. Honeysett said, "I like to see the students come in the beginning of the year not sure of their abilities or what they are going to be doing. By the end of the year, they are skilled in the use of many tools and construction techniques."

Fall 2019, Volume 3, Page 10



### New Richmond Construction

School District of New Richmond

New Richmond has a long history of teaching students about the importance of the field of building construction and it's related career opportunities. Loren Pracht instituted the construction program in the late 1970s and built a number of homes both on-site and at the high school. However the program was discontinued when Loren retired in 1987. Ken Kerr was hired in 1989 and finally got the construction program going again in 1992 when a small house near the old high school was gutted by fire. With the help of two retired carpenters, his students rebuilt the house in a semester. Kerr then received approval from the New Richmond school board to re-ignite the program the following fall. The current project happens to be the largest and most complex project they've taken on to date. The twelve students enrolled in the building construction program are to complete two commercial structures at the new sports complex, just west of New Richmond High School on Richmond Way.



Fall 2019, Volume 3, Page 14

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## A-Tech Prepares High School Students for the World of Work

*Appleton Area School District*

This Appleton Area School District (AASD) charter school is focused on providing serious students with the skills needed for a successful career in modern advanced manufacturing. Using a project-based, hands-on learning approach, the school day features a mix of manufacturing related courses in welding, machining, mechanical design, automated manufacturing and a mix of traditional core classes in math, science, English, social studies. A-Tech graduates gain advantage over other applicants entering the workforce. They'll already have hands-on experience in a variety of trades and skilled labor, making A-Tech graduates attractive to potential employers. Lead Teacher Paul Endter says, "Our students learn the value and rewards of hard work before they graduate. Thus, they are sought after by local businesses who are eager to employ our graduates."

*Fall 2020, Page 7*



## SPARTAN MANUFACTURING

*McFarland High School*



In 2017 opportunity arose for McFarland juniors and seniors seeking hands on and hands-off learning about what it takes to run a company. From brainstorming to production to advertising, Spartan Manufacturing entails the full experience of what it's like to work in the manufacturing field. At the beginning of the 2019-2020 school year, no one had any idea about the amount of attention

Spartan Manufacturing would soon bring to McFarland High School. Steve Pennekamp, the teacher that started and oversees Spartan Manufacturing, emphasized the importance of experience that is entailed within the class, "One thing I'm very proud of about this opportunity is that it takes advantage of everything a student learns, and applies it to a class."

*Fall 2020, Page 8*



## 21st Century Tech Ed in Washington Island School District's Fab Lab

*Washington Island School District*

The Washington Island School District received notice of their FY20 award from the WIEDC last spring. This exciting news was profound in several respects: the district had recently hired a dedicated Tech Ed instructor, and the class lab



space was in dire need of upgrades, repairs and equipment that would allow for a 21st century tech ed curriculum to be delivered to students in this island school district. These upgrades will afford the WISD students the opportunity to engage in a 21st century Tech Ed experience, that so many of their peers on the mainland have had for decades.

*Fall 2020, Page 10*



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## Merrill Area Public Schools Fab Lab

*Merrill Area Public Schools*

The path to creating the Merrill Area Public Schools FAB Lab began with a referendum in 2017 where the community identified the development of a FAB Lab as a high priority to help bridge the skills gap between students, community



members, and employees. With our grant dollars we not only focused on the tools and equipment necessary to be a chartered FAB Lab but we identified where the district needed help meeting the needs of changing technology in the manufacturing workplace. We run the FAB Lab II course in partnership with Bluejay Design and Manufacturing as a student-based enterprise where we develop products, market, advertise, and sell a variety of items.

*Fall 2020, Page 12*

## LH Products at Lake Holcombe School



*Lake Holcome High School*

With a \$25,000 WEDC Fab Lab Grant, LH Products, which operates out of Lake Holcombe School, is looking to expand their operations and product offerings. The company, which is in its 4th year, is completely self-funded and student managed. The students of Lake Holcombe High School use their experience at LH



Products to create a real life work environment and develop long lasting skills for college and career readiness. Technology Education teacher, Andrew Lorenzen, is thrilled about the new opportunities the equipment will provide, "We can now complete a Fab Lab setting in a traditional industrial arts program."

*Fall 2020, Page 13*



## Fab Lab Curriculum at Three Lakes High School

*Three Lakes School District*



This year, we have updated our Fab Lab curriculum at Three Lakes High School. Over the last several years, we have worked to introduce concepts and technology down through the junior high and into the elementary schools. Our newest offering is our CNC

class. We have added a more advanced, specialized class to our Fab Lab curriculum to allow the students to gain more, and deeper experiences in the world of Computer Numerical Control. Overall, this class has given the students a glimpse into the world of machining and manufacturing and given them some really important skills for going into industry, or to start their own businesses.

*Spring 2021, Volume 1, Page 4*

# CNC MACHINE EDUCATION

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## Mondovi's Fab Lab



### Mondovi High School

The School District of Mondovi has received a \$25,000 grant from the Wisconsin Economic Development Corporation (WEDC) to expand their fabrication laboratory (fab lab) facilities. The addition of the Fab Lab and new advanced manufacturing equipment provides students with new and exciting opportunities for design and innovation. They have the chance to design and create a diverse range of high-quality projects. The software and equipment used gives

students firsthand experience with what is being used in industry today. This is an amazing learning opportunity about careers, manufacturing, design, and much more.

*Spring 2021, Volume 1, Page 12*

## Supportive Community Leads to Skilled Students and Strong Community Connections

### New Lisbon School District

New Lisbon Technology & Engineering students have benefited greatly from the New Lisbon Area businesses and their monetary support of the Fab Lab Grant. Local manufacturing businesses donated seven thousand dollars which allowed the New Lisbon Technology & Engineering Department to provide matching funds for the grant. The students learn the value of giving back to the community through various projects in the Tech Ed area while learning important skills that prepare them for careers in manufacturing by using up to date equipment.



*Spring 2021, Volume 1, Page 18*

## Mauston School District is Making Great Strides!



### Mauston School District

The past two years have seen the start of some major additions to the course offerings and opportunities in the Technology and Engineering Department at Mauston High School. After receiving their second grant, Fab Lab 2 and Golden Eagle Enterprises courses were added. Golden Eagle Enterprises is a student-run business where students apply what they have learned from Fab Lab 1 & 2 to create custom products for local people and businesses. The School District of Mauston also had a referendum pass in the fall of 2020, which includes the expansion and remodeling of the Technology and Engineering Department to allow for the addition of more welding, machining, and construction-related coursework.

*Spring 2021, Volume 1, Page 15*



## Black Granite Gifts at Mellen School District

### School District of Mellen



The School District of Mellen is a small school district of approximately 300 students all housed in a single Prek-12 building located in northwestern Wisconsin near Lake Superior. Founded in 2010, Black Granite Gifts works to provide quality products while teaching students different aspects of manufacturing and business management. Black Granite Gifts produces a wide range of products including cutting boards, pens, wood and metal signs, wood bowls, full color decals, and full color iron-ons in addition to fulfilling requests from community supporters.

*Spring 2021, Volume 1, Page 12*



## Brown Deer School District's Fab Labs

### Brown Deer School District

Brown Deer School District's (BDSD) Fab Labs represent the outcome of communitywide visioning and strategic planning. This includes the passing of 26-million-dollar referendum in 2019, to redesign instructional spaces and a shared commitment to develop a Productivity Center as an integral part of a larger ecosystem aligning curriculum, instructional programming and community partnerships. To continue Milwaukee's role as a center of innovation excellence and to remain a vibrant economic sector, it is essential that students are provided with access to learning experiences that will generate interest and excitement around technology advanced manufacturing career pathways.



*Spring 2021, Volume 1, Page 15*

## 28 School Districts Awarded Fab Lab Grants

### Continued from Page 1

- Fontana Joint 8 School District, \$25,000
- Sturgeon Bay School District, \$25,000
- Prescott School District, \$24,243
- River Falls School District, \$25,000
- La Farge School District, \$25,000
- School District of Alma Center-Humbird Merrillan, \$24,816
- School District of Florence, \$5,126
- School District of Wabeno, \$25,000
- Kiel Area School District, \$17,244
- Wonewoc-Union Center School District, \$25,000
- School District of Omro, \$25,000
- School District of Wisconsin Rapids, \$25,000

The 28 public school districts are receiving a total of \$635,089 in Fab Labs Grants from WEDC. Individual school districts were eligible for up to \$25,000, and consortiums of two or more districts were eligible for up to \$50,000. The program requires matching funds from each district.

For more information on the state's fab labs, including resources for teachers, visit [wedc.org/fablabs](http://wedc.org/fablabs) or follow #WIFabLab on Twitter.

Source - Wisconsin Economic Development Corporation

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- 23** Varidesk Flexible Furniture
- 37** Big Joe Bean Bag Chairs
- 39** Sphero RVR Robot
- 53** Teacher's Discovery Online Credit
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\*From 2018 to 2020

\*\*As of 12/31/2020



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## Green Bay Students Continue to Learn Automotive Skills & Earn College Credits During Pandemic

Green Bay Area Public School District

District Despite a difficult and uncertain year due to the COVID-19 pandemic, students in the Green Bay Area Public School District's City Stadium Automotive® program have been able to continue their hands-on learning in a safe and controlled environment. In 2015, City Stadium Automotive® was formed at East High School to fill a need for skilled automotive workers. The program focuses on teaching students about the diagnosis and troubleshooting of faults in automotive systems.



Winter 2021, Volume 1, Front Page



## A Fly on the Wall

Westosha School District

On a chilly October morning a fly gilded around an airport and pondered where he should venture to next. Buzzing in and out of hangers, overhearing conversations about avionics, homebuilt aircraft, and continental engines, all the insect wished to do was soar high in the sky. Along his travels he witnessed a comical sight—a small girl struggling to close heavy hanger doors. The fly fluttered over her aircraft thinking it wiser to hitch a different ride.

### About the Westosha Central High School STEM Aviation Program

The mission of the Central High School STEM Aviation Program is to educate students from grades 9–12 about aviation. This program will develop skills in Science, Technology, Engineering and Math through the building of a Van's RV-12 real, flying aircraft. Students will be provided a unique opportunity to work as a team to build a real flying aircraft, learn all about the world of aviation, and eventually, earn a private pilot's license.



Winter 2021, Volume 1, Page 18

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## Pilot Program Takes Flight in Wausau, Students Earn their Private Pilot's License!

*Wausau School District*

Students in Central Wisconsin are earning their FAA Private Pilot's License through a new Aviation Pathway developed by the Wausau School District and Wausau Flying Service. When students complete the course and the simulation training, they are prepared to take the written portion of the FAA private pilot's exam. The teacher delivering the curriculum online is a licensed pilot and also a world language teacher at Wausau West High School, Dr. Jerome Reinardy.



**Winter 2021, Volume 1, Page 19**



## Cudahy High School Proudly Offers a Brand New Facility for their Automotive Technology Program

*School District of Cudahy*

The automotive technology program at Cudahy High School has an updated home. Over the summer of 2017, with support from the Ladish Foundation, the entire auto shop was renovated, resulting in a state-of-the-art facility that has led to additional course offerings and increased enrollment to meet students' interests and vocational needs.



The growth of the automotive program continues to create additional choices for advanced students. "We have added Autos III [with 13 students currently enrolled] which can lead into the programs in college, further youth apprenticeship options, and directly to a career in the automotive industry," said technology education teacher Tom Backes.

**Winter 2021, Volume 1, Page 20**



## Jefferson Automotive

*The School District of Jefferson*

Within the ASE structure, SDoJ offers several different class options from an introductory level class to specific classes on brakes, steering, suspension, engine performance and electrical. Advanced classes focus on engines, transmissions, and HVAC. In addition to ASE classes, our high school offers coursework on small engines and introductory autobody work. Our students are constantly pushing to improve their knowledge and skills and see the value in developing the technical skills necessary for success in the automotive industry. Over the last several years the average yearly enrollment in automotive classes has risen to nearly 150 students. Notably, the increase in enrollment has also brought many more female students to the classes.



**Winter 2021, Volume 1, Page 22**



## Auto Opportunities Abound in the AASD

*Appleton Area School District*

The Auto Mechanics course at Appleton East High School provides students with the skills and knowledge necessary to troubleshoot and service brake systems found on automobiles and covers the principles of operation, construction, diagnosis and repair of the automobiles' basic accessories, batteries, starting system, and charging system. All of these high school students are learning with professional tools on actual vehicles with real problems. Their instructor, Pete Worley, sees the value of these real-world learning opportunities, "I feel that this program is so important for our school district and community. As I work with area businesses, I see the dire need for qualified technicians. This program feeds the needs of these businesses and gives the students a direct path to tech and to their future careers."



**Winter 2021, Volume 1, Page 24**



## Casimir Pulaski High School Automotive

*Milwaukee Public Schools*

Casimir Pulaski High School is home to the only automotive program in Milwaukee Public Schools and has the only certified high school automotive program in Milwaukee County. We have three fully functioning automotive shops that are used to teach our students everything from basic technical skills to advance automotive diagnostics. We recently began a first in the nation partnership with the Milwaukee Fire Department to offer student more opportunities than ever before, giving students real life training on real fire trucks and equipment, which were donated by the Milwaukee Fire Department. With this new partnership, students will be guaranteed internships while in high school and careers post high school through the Department of Public Works, the Fire Department and others as our program grows.



**Winter 2021, Volume 1, Page 25**



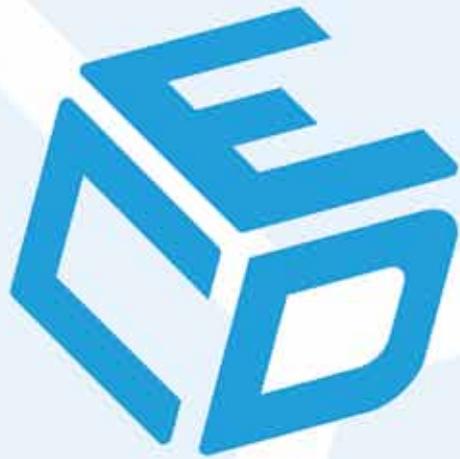
## Kaukauna Automotive Technology Program

*Kaukauna High School*

The Automotive Technology program at Kaukauna High School has continued to be a very popular program for students to become involved in. There are four levels of courses students can take. Many of the students who take the automotive courses at Kaukauna High School have gone into the automotive field, but a number of them have also gone into the engineering, design, as well as other related fields such as diesel mechanics and outdoor power equipment. The automotive instructor at Kaukauna Dan Van Boxtel put it this way "the automotive courses here at Kaukauna are designed to help students help prepare for a number of possible career areas." Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students.



**Winter 2021, Volume 1, Page 26**



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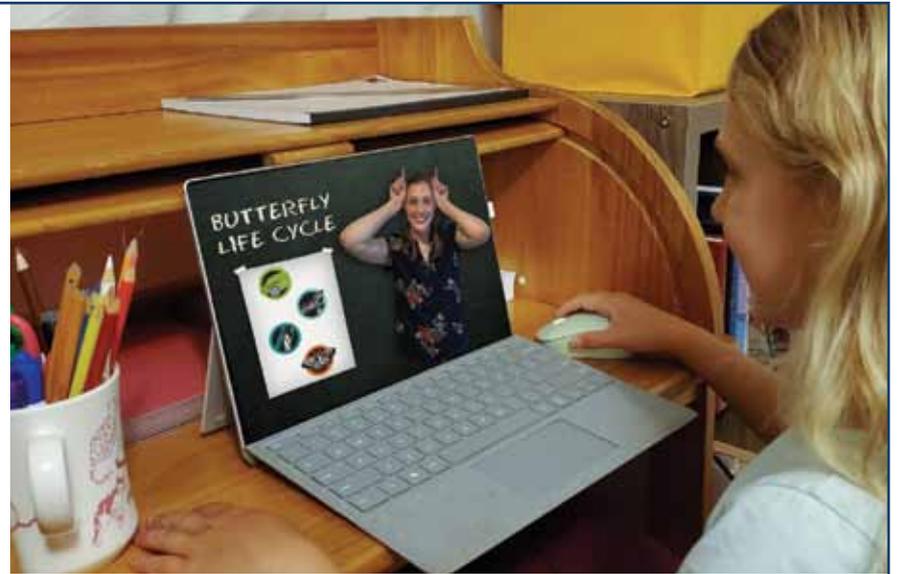
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## Five Educators Selected as 2022 Wisconsin Teachers of the Year



The Wisconsin Department of Public Instruction announced that five distinguished educators from across the state have been named the 2022 Wisconsin Teachers of the Year. The selected group received the award for their tireless dedication toward to students and the profession.

**Tarah Fedenia, Poplar Creek Elementary School, School District of New Berlin:** Fedenia is a speech language pathologist for the district 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."

**Kabby Hong, Verona Area High School, Verona Area School District:** Hong is an English teacher at the high school 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."

**Anna Miller, Harmony Elementary School, School District of Milton:** Miller is a speech language pathologist for Pre-K to third grade for the school and has 25 years of experience in education. During the onset of the COVID-19 pandemic, Miller created and donated more than 250 facemasks for those in her community. 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 SLP by the statement, "All children do well when they can."

**Eric Mumm, Lancaster High School, Lancaster Community School District:** Mumm is a technology and engineering teacher at the high school 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

advisory for the 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 to the workforce."

**Patricia Zemke, 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 district's Mental Health and Wellness Parent Advisory 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 self."

A recorded video of the selections can be found here

[www.youtube.com/watch?v=unjaLnB50nE](https://www.youtube.com/watch?v=unjaLnB50nE)

Source – Wisconsin Department of Public Instruction

### Wisconsin Assistant Principal Named 2020 NASSP National Assistant Principal of the Year



The National Association of Secondary School Principals has named Debra Paradowski, assistant principal at Arrowhead Union High School in Hartland, WI, as the 2020 NASSP National Assistant Principal of the Year. Paradowski has served as an assistant principal at Arrowhead Union High School for the past 15 years and has helped to build a culture of "everyone matters." Paradowski believes a healthy, safe, and positive school culture that supports students and staff is paramount for learning and a sense of belonging.

Back to School Issue, Page 19

### Two Wisconsin Educators Receive Presidential Award for Excellence in Mathematics and Science Teaching

Karen Olsen, a science teacher at Baraboo High School, and Katie Haas, a mathematics teacher at Edgar Middle School were recently awarded the highest honor in the nation for teachers of science, technology, engineering, and mathematics.

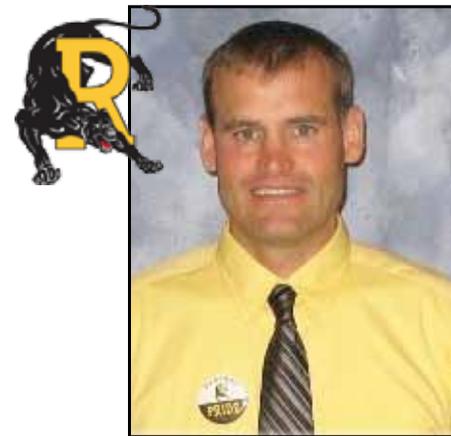
Karen currently serves as an instructional coach and has taught 9th-12th grade biology and astronomy classes for seven years at Baraboo High School. Karen's students collaborate with community agencies and design mitigation plans to reduce impacts of human disturbances on local ecosystems. She uses modeling of phenomenon to engage students in scientific inquiry.

In her classroom, Katie fosters an active learning environment. She utilizes specifically designed tasks and activities to guide students to develop a deeper conceptual understanding of mathematics. She was selected as a panelist for the teacher speakout event hosted by the Wisconsin Center for Education Research to discuss the challenges and successes of teaching STEM in rural districts.

Fall 2020, Page 22



### Wisconsin Superintendent of the Year Selected



Royall School District

Since 2010, Gruen has led the Royall School District, a rural southwest Wisconsin district made up of the communities of Elroy and Kendall. When Gruen became district administrator, Royall had approximately \$200,000 in its fund balance. Gruen's team and the school board members at the time made the necessary cuts and tough decisions to get the district back on a strong financial path while maintaining and increasing academic programs. This work resulted in more than \$8 million in improvements over the past seven years, while growing and maintaining a healthy fund balance of \$1.4 million. "Gruen has led Royall on a total transformation academically, fiscally, and structurally over the past 10 years," said Ryan McKittrick, a nine-year member of the Royall School Board. "We would not be where we are today without his relentless work ethic and deep commitment to our students' success."

Spring 2021, Volume 1, Page 28

“

This program has changed my perspective. Everything I'm doing – from my instruction in the classroom to how I collaborate with my colleagues – I'm now able to see from the lens of an administrator.

– **Todd Bergeson**, 7th grade math teacher,  
Dilworth-Glyndon-Felton (Minnesota) Middle School

”



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## 2021 Elementary Principal of the Year Tina Miller



*Wisconsin Rapids Public Schools*

Tina Miller of Howe Elementary has been named the 2021 Wisconsin Elementary School Principal of the Year. Miller, who has served as principal of Howe Elementary School for the past five years, has grounded her leadership in equity and removing barriers to learning for all students. Over the past five years, Howe Elementary has made great progress in shifting from a rewards and punishment mindset to one that acknowledges that social/emotional learning can be just as important as academic learning. To help foster this change, Miller developed a Positive Behavior Approach team that created a hybrid model based on the school's behavioral data.

*Spring 2021, Volume 1, Page 26*



## 2021 Secondary Principal of the Year David Beranek



*Marathon School District*

David Beranek of Marathon High School has been named the 2021 Wisconsin Secondary School Principal of the Year. Beranek has served as principal of Marathon High School for the past 21 years. During that time, he has led efforts to encourage students to participate and achieve their highest potential in academics, clubs, and athletics. To do so, he has focused on sharing publicly student achievements in all three areas, with a special emphasis on academics. "Dave has a way of building high achievement through the development of positive relationships with his staff and students," said Rick Parks, Superintendent of the Marathon School District.

*Spring 2021, Volume 1, Page 28*

## 2021 Wisconsin Associate Principal of the Year Kari Strebig, Rhinelander HS



*School District of Rhinelander*

Strebig, who has served as assistant principal of Rhinelander High School for the past two years, has a leadership style based on the values of belonging, courage and making a difference. She focuses on equity, leading systemic change and ensuring all learners—especially those who have been historically marginalized—feel connected with their peers, teachers and school. "During her time in Rhinelander, she has worked to build a caring and compassionate culture,

with students reporting that they feel safe and welcome in the school. This award is certainly well-deserved for this outstanding administrative leader."

*Spring 2021, Volume 1, Page 29*

**“It is better to be defeated standing for a high principle than to run by committing subterfuge.”**

— President Benjamin Harrison

**Read the full versions of all our Year in Review articles at [www.teachingtodaywi.com](http://www.teachingtodaywi.com)**

## 2021 Wisconsin Teachers of the Year

### Derrick Meyer

#### School District of Amery

Derrick Meyer is an agriscience and driver's education instructor at Amery High School. Meyer is also a successful Future Farmers of America (FFA) Advisor. His teams have earned over 50 State championships and a handful of national championships in speaking contests and career development events. Meyer served in the Army Reserve for eight years as a medic and is currently in his 24th year of teaching, including schools in Random Lake, Stevens Point, and sixteen years in Amery.



tional leader who works to create a culture of hope, health, help-seeking, and connectedness for the students. With a passion to create institutional, systemic change, she strives to "move upstream", empowering youth and adults with the skills, information, and tools needed to engage their strengths and build resilience when faced with adversity.

### Brooke Lederman-Kintzle

#### Brodhead School District

Brooke Lederman-Kintzle is a cross-categorical special education teacher at Brodhead Middle School. She strives to create inclusive and trauma-sensitive environments at Brodhead Middle School. Within her teaching, she emphasizes the importance of building relationships with students in order to create mutual trust and respect in her classroom. The strong relationships with her students help motivate them to reach their full potential.



### Koren Jackson

#### Milwaukee Public Schools

Koren Jackson is a special education teacher at Transition High School in Milwaukee. Jackson works closely with the GED Option 2 and Competency-Based Learning programs, alternative pathways to graduation in an alternative setting at Transition High School. She directly supports adjudicated youth, teen parents, and students who have dropped out and/or have been expelled from a traditional high school. She utilizes positive relationship-building to assist students who have often discounted themselves to realize the greatness they already have within.



### Susan Richardson

#### Milwaukee Public Schools

Susan taught for seven years in Kiel, Schleswig-Holstein, Germany. She also worked in interpreting and translating and began substitute teaching in Milwaukee Public Schools. After teaching at the Volkshochschule Landkreis Neumarkt, in Bavaria, Germany, in 2011-2012, she returned to Wisconsin and earned her elementary teaching license. She believes art is an equalizer, through which all students can experience success. Richardson, a third-grade teacher at Milwaukee German Immersion School, was named the 2021 Wisconsin representative for the National Teacher of the Year program.



Fall 2020, Pages 20–21

### Trish Kilpin

#### Greendale School District

In her 30th year as a Greendale School District School social worker, Trish Kilpin is an educa-



## Congratulations 2020 Principals of the Year!

### 2020 Elementary Principal of the Year Janna Cochrane



#### Hortonville Area School District

Janna Cochrane, of North Greenville Elementary School (NGS), has been named the 2020 Wisconsin Elementary School Principal of the Year. From the start, Cochrane and her team set out to create a safe, positive, and collaborative environment that challenged all students, made possible through including staff members in key decision making. These efforts have led to notable student achievement, including steady progress on closing achievement gaps.

### 2020 Secondary Principal of the Year Eitan Benzaquen



#### Kenosha Unified School District

Eitan Benzaquen of Hillcrest School in Kenosha has been named the 2020 Wisconsin Secondary School Principal of the Year. The school serves 75–120 of some of the Kenosha Unified School District's neediest students, including those who have had issues with violence, drug abuse, bullying, trauma and mental illness. Working with students, staff and families, Benzaquen has led the way in changing mindsets and practices to create a supportive environment in which students feel safe and problems get solved.

Winter 2021, Volume 1, Page 6

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## **SPECIAL EDUCATION CONFERENCE**

**NOVEMBER 15-16, 2021**



### **Keynote Speaker: Temple Grandin**

Dr. Grandin did not talk until she was three and a half year old. Her first book *Emergence: Labeled Autistic* was "unprecedented because there had never before been an inside narrative of autism." HBO made an Emmy Award winning movie about her life and she was inducted into the American Academy of Arts and Sciences in 2016. Follow her on Twitter @DrTempleGrandin or on the web at <https://www.templegrandin.com>

## **REACHING HIGH Student, Resiliency & Hope!**

**FEBRUARY 24-25, 2022**



### **Keynote Speaker: Gerry Brooks**

Gerry Brooks has been an educator for 25 years, beginning as a third grade teacher in Palm Bay, FL. As an Elementary School Principal, he began using humorous videos to encourage his staff. Today he is a national encourager through social media and speaking events and his book, *Go See the Principal*. Follow him on Twitter @gerrybrookspring or Instagram @gerrybrookspring and TikTok @gerrybrookspring!!

## **Transition: Communities of Practice**

**FEBRUARY 17-18, 2022**



### **Keynote Speaker: Brooks Harper**

Brooks Harper is an Author, Speaker and Career Expert. His company helps students and professionals tangible value to the market place. His books, *Why Should We Hire You?*, *7 Skills to Make Mills*, & *JUST C-H-I-L-L* are tremendous resources for students and educators. Brooks is a popular and inspiring Keynote speaker at Transition Conferences. Follow Brooks on Twitter @BrooksHarper and on the web at [www.brooksharper.com](http://www.brooksharper.com)

**Questions: Contact Amy Schlieve, [amys@cesa11.k12.wi.us](mailto:amys@cesa11.k12.wi.us)**

# K-9 ADD-ON LICENSE PROGRAM



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## ***UW-Stevens Point is now offering an add-on program to teachers for the new K-9 elementary and middle school license.***

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