

Bridging the Digital Divide



Harlan Leusink, Director of Technology
Northland Pines School District

Life in the Northwoods has its own unique benefits and challenges. We all live within a few minutes of a lake, and we certainly have no shortage of beautiful scenery. Both vacationers and year-round residents alike come here looking for seclusion, scenery, and everything else our community has to offer. However, our lifestyle comes with the challenge of connecting to the rest of the world. We all know areas where our cell phones are useless and many of us struggle to find an internet connection without the familiar beeps and buzzing of dial-up. The inability to access high-speed internet is a growing division in our society. Those of us in the technology world have come to know this division as the Digital Divide.

The existence of the Digital Divide has

implications both for education and our community as a whole. In our community, both businesses and individuals may struggle with learning new technologies or finding a reliable internet connection. This can put businesses at a competitive disadvantage, unable to capitalize on things like social media and e-commerce. For individuals, the Digital Divide can rob us of opportunities to connect with loved ones and many other conveniences made possible by the digital age.

The Digital Divide also creates challenges in education. Recent data has shown that access to high-speed internet both at school and at home has correlations with higher academic achievement. Recent trends in education have also emphasized concepts like blended learning, flipped classrooms, and online learning management systems.

“From an educational perspective, we have taken steps to make sure that every student has access to a digital device to enhance learning. This school year will mark the first time that every student in grades 1-12 will have access to either an iPad or a Chromebook in their classroom.”

Teachers are also using a variety of digital tools to increase student engagement and prepare students for college and careers in a digital world. The nature of education is also evolving to become much more personalized and much more focused on 24/7 continuous learning. All of these concepts offer opportunities to students that were not possible even ten years ago, but they do

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Halmstad Elementary Receives National Recognition

National Blue Ribbon Award for 2016

Chippewa Falls Area Unified School District

Halmstad Elementary School has been named a National Blue Ribbon School for 2016. The National Blue Ribbon Schools Program was established in 1982 to recognize public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve high levels. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content.

The criteria for the award is steep and challenging. For each of the school's subgroups, the school must be in the top 15 percent of all schools in the state in the area of closing the gap between the performance of the school's subgroups and those in the rest of the state. The growth of all students in the



school over the past five years must exceed the growth performance of all students in the state of Wisconsin.

Halmstad Elementary was honored for closing achievement gaps.

“The criteria for the award is steep and challenging. For each of the school's subgroups, the school must be in the top 15 percent of all schools in the state in the area of closing the gap between the performance of the school's subgroups and those in the rest of the state.”

Building relationships is the keystone of our success at Halmstad Elementary. We know that in order to get students motivated to learn, we must first build relationships and show that we care about them. Building relationships with our families and community is also a high priority. Their support is vital

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Teacher Shares Why She's Committed to Her Job

The challenges of teaching have not stopped special-education teacher Annie Tan, who writes that she is committed to her profession. In this blog post, she shares her primary reason for staying in the classroom.

3 Ways to Rev Up Co-teaching

Technology is a great way for co-teachers to connect with each other and students, writes National Board Certified Teacher Elizabeth Stein. In this blog post, she shares how teachers can use technology and online resources to add spark and create meaningful learning experiences.

Green Screens Integrated Into Student Projects

A Wisconsin district has placed 34 green screens and related apps at its three middle schools to enhance student engagement and digital literacy. At one school, students have used the screens for movie-based presentations on their insect zoos and along with iPads to make comic books.

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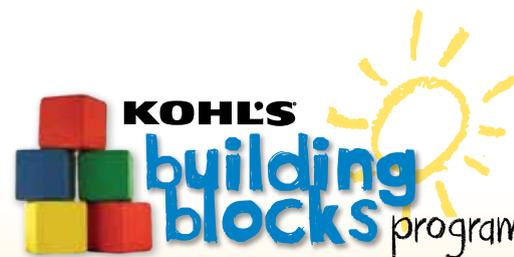
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Bridging the Digital Divide

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require every student to have a device of their own along with a high-speed internet connection. This makes bringing digital access to our students more important than ever.

The good news is the Northland Pines School District has taken multiple steps to address the Digital Divide. From an educational perspective, we have taken steps to make sure that every student has access to a digital device to enhance learning. This school year will mark the first time that every student in grades 1–12 will have access to either an iPad or a Chromebook in their classroom. We have also worked to secure digital resources for our students that will enhance learning in ways that paper textbooks never could. These changes are in addition to increasing our network capacity by five times over the past five years. These steps will help to ready our students and our school district for a digital future.

We also recognize that the continued success of our community is vital to the success of our school district. Our school and community leaders have been working with local and national internet providers to develop a plan to deliver high-speed internet to a large portion of Vilas County that is currently underserved.

The hope is that this broadband expansion will bring additional opportunities to individuals, businesses, and students in our community. The Northland Pines School District also continues to provide monthly technology training opportunities for anyone in the community. We have also begun to partner with local libraries to deliver these training opportunities in our outlying communities. We continue to explore ways to expand these opportunities and adapt to the needs of our community.

While the 21st Century has brought us many opportunities and challenges, I feel like Northland Pines has been at the forefront of taking on those challenges and making the most of the new opportunities for our students. The strong community and school partnerships we have formed have set us up to be a successful school and community in the 21st Century.

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Halmstad Elementary is a Blue Ribbon School

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to promote a solid educational foundation. We believe that for our students to be college and career ready, we must live the three “R’s”: Rigor, Relevance, and Relationships.

We believe that all staff are leaders when leadership is defined as influencing others toward a common goal. Collaborative leadership and shared decision-making teams are most often chaired by staff, such as Tier 1, 2, and 3 Response to Intervention teams to analyze data, adjust learning, and plan celebrations. Problems are not

admired; rather they are solved, leveraging resources as needed.

High expectations are for everyone, including administration. All leaders are expected to lead by example, modeling servant leadership and helping out as needed. We believe that the whole is greater than the sum of its parts and we accomplish so much more by working together. We are student-centered and make decisions based on what is best for students and learning. Our culture is every student is OUR student.

We challenge our students to do their best, to have high expectations, and follow the rules. We recite the Halmstad Student Pledge to remind everyone to be respectful, responsible, and safe every day, because that is the Halmstad way!

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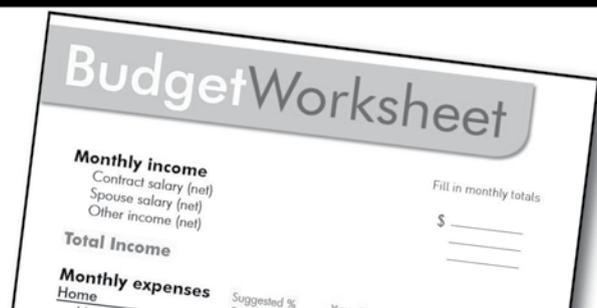
5 Reasons budgeting is critical to your financial wellness

Developing a budget can be an empowering experience that can help you take control of your finances. A budget takes time and requires you to face your financial fears, but the benefits of having a working budget can be long-lasting. Here are five reasons why having a budget is critical to achieving financial wellness. A budget:

- **Keeps you from spending more than you earn.** You need to know where you are spending your money. A budget can help you track your expenses and earnings.
- **Gives you permission to spend.** With a budget, you’ll know how much money you have at the end of each month.
- **Gives you a plan to eliminate debt.** Are you saddled with student loans or credit card debt? Having a budget can help you get your debt under control.
- **Helps you save money for long- and short-term needs.** Adding goals to your budget will make them easier to plan for, and ultimately help you feel motivated to achieve them.
- **Prepares you for financial emergencies.** People find themselves in unfavorable financial circumstances not because they plan to fail, but because they fail to plan. A budget can help you be prepared.

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“Education is the transmission of civilization.”
—Will Durant

Lincoln Elementary School Growing and Learning Garden

Hands-on, Healthy, Life-long Learning



Liesl Schultz Hying
School Garden Leader
Whitewater Unified School District

Students tasting kale and tomatoes, smelling basil and lavender, touching sunflower heads, seeing colorful flowers and hearing goldfinches amongst the sunflowers. This is a typical recess of hands-on, full-sensory, exploring and learning in the Growing and Learning Garden at Lincoln Elementary School in Whitewater, WI.

This garden was established in Spring of 2015 by AmeriCorps Farm to School Service Member Liesl Schultz Hying. Community

and school members came together to build four 4x12 foot raised beds. Students helped fill the beds with soil and then planted seeds on Earth Day and assist in tending the garden through the end of the school year. During the last week of school they help harvest fresh garden greens and radishes to serve at lunch.

Everyone enjoys a taste of their yummy, healthy efforts!

Throughout the summer, school and community members gather on Mondays to tend to the garden, harvest produce, learn and build community.

Mother of 3 young children and 2nd grade Lincoln teacher, Danyelle Callahan shares, "The Monday gathering gave our family time together outside and we learn about the foods we eat. Before we attended garden gatherings, our daughter wasn't a huge fan of veggies, and even claimed she

was "allergic" to most of them. Now, she is excited when we have food from the garden. It has given our family many positive memories together."

When students were asked, "What have you liked best about having a school garden?" Their enthusiastic responses are:

"That you can plant something and then eat it!"

"It shows that we can take responsibility for something."

"It has been fun watching the plants grow."

"We can get dirty!"

Season #2 featured an addition of in-ground beds for more food and pollinator specific flowers. All 385 students at Lincoln planted a seed this Spring. The space has also transformed into a natural play and gathering area with logs and stumps. Wonderful creative play happens here every day. Sunflowers that were planted by K-4 students in May amazed everyone with their impressive height measuring over 12 feet tall!

"It has been nice to see my students learn in the garden and use it as a gathering space during recess. I also encourage students to take time to enjoy the garden when they are not feeling like running around. It has given them a quiet place to relax." Callahan continued.

Connecting to healthy food has been the greatest reward for all involved. The positive impact has been taken home to families own backyards. "We would have never have grown a garden at home if wasn't for the school garden. The food never makes it to the dinner table because the kids go eat right out of the garden," parent Sheila Juette shared.

Throughout the school day, the garden is able to be enjoyed and used by students and teachers. Music teacher Christine Hayes shares "The garden has become a creative space for our children to express through song as well as a wonderful setting for making music. I have incorporated the children's knowledge and experiences gained in the garden with song writing and drumming rhythms. We have even "jammed" on world drums out by the garden. It's so serene and filled with the work of every child in the school. We have even been known to discuss recipes using the ingredients from the garden."

Seeing the natural world up close has been a marvel for many. Bees, worms and a monarch caterpillar have all been discovered in the garden!

"Watching my students and my own children learn and explore in the garden space has been amazing. The responsibility and respect for nature that the space helps develop has been and will continue to be a huge asset to them for the rest of their lives," says Kindergarten teacher and parent Shannon Frye.



In this space, students are learning life-long healthy eating habits and where food comes from. The garden helps provide a context to enrich their studies in the classroom. The garden connects students to their natural world and they learn about eco-systems, sustainability and stewardship of our earth. Students are outside, being physically active and getting their hands in the soil! They enjoy the garden space as a place to explore or just to relax. Student's enthusiasm for and pride in their garden continues to grow along with the garden.



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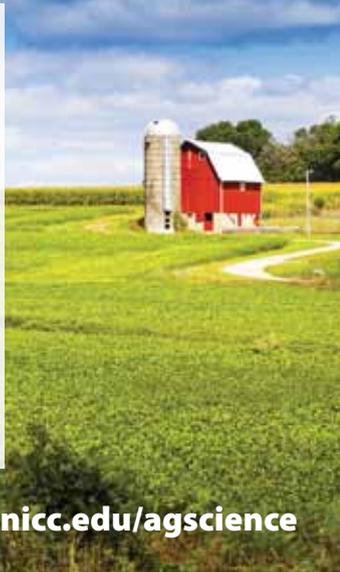
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The Dixon Innovative Garden

*Dr. Jeanne Siegenthaler
Dixon Elementary Principal
Elmbrook Schools*

The 2014 ground breaking of DIG — Dixon Innovative Garden — evolved from an annual spring garden club, which operated out of a modest school greenhouse area (previously unused) into a partnership with the district nutrition program. A composting effort and greenhouse plants turned into an amazing school community garden initiative. An Eagle Scout Project completed the labor. Mixing soil, planting, weeding, watering and harvesting have been a school community effort - students, parents, staff, and Scouts. Classrooms have taken part in tending the garden and incorporating grade level lessons and nutrition and peaking the interest of food to table. The fall harvest (roasted potatoes with rosemary, carrots, beans, rhubarb sauce and pickles) was prepared by food service staff and sampled at a *Bring Your Parent to Lunch Day*, where over 250 parents attended lunch with their child.

The School, food and nutrition program and garden- Dixon's Innovative Garden, are working together to explore the option of introducing an appreciation for healthy foods and incorporate it into the classroom and lunch program. In addition to adding a salad bar into

the regular hot lunch program, the school lunch program regularly offers samples of various foods to encourage students to try other foods. The salad bar offers a salad and fruit for students to make part of their daily food choices. With Wisconsin winters, the garden does not produce all year; however, Classrooms have taken an active role in incorporating grade level science curriculum into Dixon's Innovative Garden (example — worms are part of a kindergarten lesson, plant parts are studied in 1st and 2nd grade).

The school switched over to silverware use for the school lunch program over seven years ago and has continued its commitment to reducing waste. Milk cartons are also recycled each day. As an effort with the garden club, the school lunch program is involved in recycling and composting. Our school garden, Dixon's Innovative Garden, uses rain barrels, soaker hoses, compost and education to bring the sustainability and recycling efforts to educate students and transfer these practices from school to home. Students are part of a regular recycling program at lunch and throughout the school, duties of which rotate through the grades. The school also has a relationship with a local restaurant behind the school that maintains its own large garden, which it uses as part of its daily offerings. The school has a garden as part of its community and as its neighbor,



in the near Milwaukee suburbs. We even had a mini farmers market one spring with DIG started seedlings to get some interest and a bit of financial support.

We look to continue our Dixon Innovative Garden (DIG), a PTO supported initiative, and its work in educating our students through hands-on learning, so that they can appreciate good, nutritious food - in a garden to table education effort. DIG has the support of staff, food and nutrition staff, students and parents. The goals include expanding the offerings of the garden with some additional beds and equipment. We would like to offer students items from spring, summer and fall seasons, and incorporate a garden classroom for regular

classroom visits. This year alone, classes have visited the garden, dug for worms, observed underground carrot and potato beds and harvested these fall vegetables. The district food and nutrition staff have willingly taken on composting and incorporating new food tasting, with the intention of expanding student horizons in nutrition and good food.

www.elmbrookschools.org
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The Vinery

*Nicole R. Crosby, School Counselor
School District of Winter*

"The Vinery" at the School District of Winter (SDW) is well-known throughout the community as a gracious space for all. The connection with the local community garden and greenhouse blossomed into a "Vinery" and garden outside of the classroom windows. By reclaiming an abandoned playground area, youth and local organizations came together to create this unique learning space. This interactive space brings the community and school together. School art and poetry projects are displayed amid the vines of growing grapes, tomatoes, watermelon, squash and the like. The jelly the kids just made from the grapes is great! Flowers and other plants donated through the Winter Greenhouse give a warm and welcoming atmosphere to the space.

Teachers benefit from the Vinery by providing students with hands-on projects that target science, math, literacy and language arts. The space creates a beautiful, disguised learning environment. Students can play, learn, create, experiment, imagine and display their work in an atypical setting, year-round! Both day and after-school students and staff utilize the vinery as a garden and learning space. Another example of connecting in this green space is the artsy mailboxes that are scattered throughout the vinery - they provide the students with a one-of-a-kind "pen pal" experience to exchange letters with other grade levels. Families and community



members benefit by connecting in the space several times per year to celebrate and enjoy how it continuously evolves.

Since the Vinery changes seasonally, the possibilities for learning and connecting are endless. The future agenda includes continuing and environmental education programming, holding a school board meeting in the space and even working with district foodservice to create cooking projects with the harvests. The Vinery is a truly unique setting that was imagined by a group of forward-thinking and creative individuals — staff members, community members and students alike. Seeing its fruition is remarkable.

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Waupaca Community/School Garden: A Study in Growth

Patrick Phair
Waupaca School District

School gardens are fast becoming a part of the educational landscape, not only as a hands-on environmental tool but also as a means of providing fresh produce to students and community residents. For the past eight growing seasons the Waupaca School District has collaborated with a half dozen community partners to create the Waupaca Community Garden (WCG) on two acres of school district property.

From the onset, the mission is to grow and deliver as much fresh produce to area families who exhibit the most need. To that end the WCG has averaged between five and six tons, (10,000–12,000 pounds) of vegetables annually in the past four years.

“It took a few growing seasons to get all the pieces in place to maximize our vegetable outcomes,” explains Terry Kramer, one of the founding members. “We started with a lot of great desire but little to no equipment. Fortunately, the community as whole pitched in and helped with finances and donations of seeds and bedding plants and tillers and sweat labor.”

To insure a sustainable model a steering committee was created made up of Waupaca County Master Gardeners, Waupaca County Nutrition experts, Members of local service

groups, the school’s district superintendent, high school horticulture and FFA teachers, Food Pantry Board members, Waupaca School District building and grounds personnel and local city officials. The WCG Committee oversees the annual operation of the garden, including securing the funds, hiring summer workers (5 part-time staff work the garden six hours a day, five days a week), and establish the charitable distribution points.

“What we found out early on is the project took on the slogan of ‘if you build it, they will come’ and that attitude has continued to the present,” chipped in Patrick Phair, another founding committee member. “Gardening is a fluid venture with many variables. In the first year, we planted a wide range of vegetables and soon found some that worked and some that were dismal. Our soil is light sandy/loam and certain plants don’t like it. We also realized some of the varieties of vegetables we thought would go over well with our target audience turned out to be a flop. Not everybody likes turnips!” Phair quipped.

“Since our mission is to produce as much volume on this two-acre plot as we can, we quickly discarded some vegetable varieties and concentrated on what our customers wanted and what we could produce in volume. By about the third year we became



efficient in growing staples — green and yellow beans, tomatoes (500 plants) sweet peppers (300 plants), red potatoes, cukes, cabbage (200 head), broccoli, radishes, (150 bunches), carrots (225 bunches) and so on. The garden doesn’t grow much of the exotic, but our veggies are fresh, wholesome and delivered within 24 hours.”

Student groups have been a major force behind the success of the WCG. For the past ten years or so Waupaca High School has sponsored a springtime community service day. Hundreds of student and teacher volunteers engage in charitable community projects and one popular destination is the WCG. Cathy Miller, WCG garden manager for the past six years points out, “about forty students show up around the first of May for approximately 4 hours. That translates into nearly 160 man hours. In one morning, we can stick in 500 onion sets, spread truckloads of wood chips for garden paths, and plant twelve to fifteen forty foot rows of radishes, lettuce, carrots, and peas.”

High school students aren’t the only contributors. In late May over a hundred seventh graders, with adult teachers and aids, arrived for a full day of general maintenance and planting of bedding plants (tomatoes, peppers etc.). By mid-afternoon when the bus drove out of the parking area, “we were almost done with all our seasonal planting,” added Miller. “Many other volunteers make their way to the garden during a growing season. We have boy scouts, girl scouts, church groups, service and business groups, and lots of individuals who just want to give of their time to help others.”

There are summer school elementary classes that visit regularly, and the city of Waupaca’s summer children’s gardeners, with parents, come each season. The WCG has also partnered with two summer camps in the area to allow campers from urban areas a chance to visit and volunteer time to weed and harvest.

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Blair-Taylor United Campus Gardening Club

Laurie Marsh, Title I Resource Teacher/
Reading Specialist
Blair-Taylor School District

The Blair-Taylor United Campus Gardening Club began in the spring of 2015. Landscaping around the west wing of the elementary end of the school with a pumpkin patch and vegetable garden was grown the first summer with a garden in the upper corner of the playground also. The principal at the time Mike Thomley borrowed a tiller from a local farmer/parent/volunteer Aaron Kidd to prepare the soil the first year and Aaron doubled the size of the garden tilling for us the second year. Ned Laughery, sixth grade teacher, picked up and embedded landscaping timbers around part of the flower beds and the location of a pumpkin patch.

“To showcase the garden, the summer school students have hosted garden parties the last two summers. The students made and shared vegetables, dips, dirt cake and zucchini bread, taught about flowers and plants.”

During the 2015 summer school session Laurie Marsh and Allie Thomley led four rotations of gardeners in clearing off grass, planting potatoes, peas, carrots, radishes, lettuce, cucumbers, beans, tomatoes, corn, ornamental corn and blue corn. Due to pollination issues some of the corn had to be planted away from the corn in the large garden. Giant sunflowers planted near a fenced area grew so tall that the students could see them on the other side of the fence when arriving to school. The sunflowers were left for the entire winter so that birds could eat the seeds.

To showcase the garden, the summer school students have hosted garden parties the last two summers. The students made



and shared vegetables, dips, dirt cake and zucchini bread, taught about flowers and plants.

Students were inspired by reading about growing giant pumpkins. The past two years students have started pumpkin seeds in advance in March under the instruction of local giant pumpkin grower Jim Suchanek, who has donated giant seeds. Last fall one of the pumpkins was used for a Halloween guess the weight of the pumpkin contest. This year due to the moisture many of the pumpkins rotted but the students did harvest four pumpkins to decorate the school.

During the school year the gardening club harvests the crops. Vegetables have been served as an option at school lunch and as treats for the gardening club members and their classrooms. Gardening club members take turns providing their classroom teacher with bouquets of flowers that they have grown. The Agriculture Department led by Melissa Massman, has a greenhouse and she shared space with the gardening club to start their plants. She and her students helped water the plants. A wading pool was placed under one of the school's rain spouts to create a summer watering station. Children visiting the playground during summer vacation could

water the plants with rain water as well as during recess during the school year. Three long hoses are used to irrigate the garden on top of the hill.

This year with the building of school garages, a shed was made available and the City of Blair assisted in moving it to the top of the hill near the garden to store gardening supplies. Some of construction teacher Matt Bowen's students may be building shelves for the garden shed. Donations from Bethani Kohel's family (a gardening club member), the Blair-Taylor Booster Club and Laurie Marsh, the founder of the gardening club have helped fund the garden in addition to Blair-Taylor Elementary summer school funds.

This year Ms. Marsh has begun teaching students requiring transition classes to learn life skills and she is excited about the possibilities that a garden will offer those students in addition to her current gardening club members.

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Recycle Rally

Recycle Rally is a free, nationwide school recycling program that provides resources and incentives to inspire K-12 students and their surrounding communities to become proud and frequent recyclers. Through the program, schools may have the opportunity to earn prizes, set and achieve recycling goals, use effective educational tools, and connect with a national school recycling network.

Website: www.pepsicorecycling.com/Programs/RecycleRally

Green Ribbon Schools Applications Due

Visit the DPI website about nominations for U.S. Department of Education Green Ribbon Schools and the District Sustainabil-

ity Award. Becoming “green and healthy” is an ongoing process. A new, online application tool helps schools document achievement while also providing additional ideas to be implemented. Quantitative and qualitative questions will help share schools’ stories.

Contact Victoria Rydberg at 608-266-0419, with questions.

Deadline: Applications due Dec 1, 2016

Website: www.myghswisconsin.org

Carbonally Challenge

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

Website: www.carbonally.com

International Compost Awareness Week Poster Contest

The U.S. Composting Council is accepting submissions for its annual poster contest. The winner will receive \$500 and his or her poster will be used to promote 2017 International Compost Awareness Week. This year’s theme is, “Compost! Healthy Soil, Healthy Food.”

Deadline: Entries due November 14, 2016

Website: compostfoundation.org/ICAW-Poster-Contest

National Wetlands Awards

The National Wetlands Awards recognize individuals from across the U.S. who have demonstrated extraordinary effort, innovation, and excellence in the area of wetlands preservation. The education and outreach award is presented to a teacher, nonprofit staffer, state/local government employee, or reporter involved in hands-on wetland education.

Deadline: Initial applications due November 21, 2016

Website: www.elinwa.org/nominations

American Academy of Dermatology’s Shade Structure Grant Program

The AAD Shade Structure Grant Program awards grants of up to \$8,000 to public schools and non-profit organizations for installing permanent shade structures for outdoor locations that are not protected from the sun, such as playgrounds, pools or recreation spaces.

Deadline: Applications due Nov. 28, 2016

Website: www.aad.org/members/volunteer/shade-structure-program

“Beneath the Waves” Youth Making Ripples Film Competition

Students in grades K–12 are invited to submit films of 5 minutes or less on a marine science topic to the Youth Making Ripples Film Competition. The film’s message can focus on

an interesting marine topic, a specific marine-related problem or issue, or a call to action for conservation. Films selected as finalists will premiere at the Youth Making Ripples Film Festival. Other winners will receive cash awards or a scholarship and be eligible to participate in a hands-on scientific outreach expedition with marine scientists and professional film makers.

Deadline: Submissions due December 5, 2016

Website: beneaththewaves.org/youth-programs/submit-a-youth-film/

Stephen J. Brady Stop Hunger Scholarships

The Stephen J. Brady Stop Hunger Scholarships recognize and reward students (kindergarten-graduate school) who are working to eliminate hunger in America. If your students volunteer in a school or community garden, they might be eligible. Each student selected as a scholarship recipient will receive a \$5,000 scholarship, as well as a \$5,000 grant donated in their name to the hunger-related charity of their choice in their local community.

Deadline: Apply by December 5, 2016

Website: us.stop-hunger.org/home/grants.html

Lexus Eco Challenge

The Lexus Eco Challenge is designed to educate and empower middle and high school students to take action to improve the environment. Teams of 5–10 students and up to two teacher advisors, are invited to participate in the initial challenge, addressing environmental elements of air/climate. The first challenge will have 16 winning teams – eight from each level. The winning teams will each receive a total of \$10,000 in scholarships and grants to be shared among the students, teacher and school.

From the Final Challenge entries, eight first-place teams and two grand-prize-winning teams will be selected. Each of the eight first-place teams will receive a total of \$15,000 in grants and scholarships, and the two grand-prize-winning teams will each receive \$30,000.

Deadline: Air & Climate Challenge submissions due December 12, 2016

Website: lexus.scholastic.com

National Recreation Trails Photo Contest

This annual contest, sponsored by American Trails, seeks to highlight the diversity of the National Recreation Trails and to make more Americans familiar with these great trails. Photos can show trail users, special facilities, art on the trails, management issues, construction, and volunteers. They also want to see entries that cover the many types and uses of National Recreation Trails throughout America. Photos of any designated National Recreation Trail are eligible.

Deadline: Entries due December 15, 2016

Website: americantrails.org/nationalrecreationtrails/photocon.html

Waupaca Community/School Garden Continued from Page 7

Unfortunately, the vegetable growing season doesn’t coincide well with the school calendar. So, where does all the produce go in June, July and August? “We have over a dozen distribution points” explains Miller. “We start deliveries six days a week in late May with rhubarb and asparagus and end about the first of October with squash, cole

crops, and late peppers. We make regular deliveries to the food pantries of Waupaca, Weyauwega, and Clintonville, Veterans Assistance Program, Ruby’s Pantry, Waupaca County WIC (Women and Infant Children), senior nutrition programs in Waupaca and Iola, local church charities, nursing homes and more.”

The Waupaca Community Garden is a success mainly due to the collective energies of hundreds of volunteers and garden staffers who have helped make the WCG a staple in the community.

“One giant hurdle for any garden is sustainability, it’s not easy. But when there are hundreds of eager and interested students who aren’t afraid to get their fingers dirty it helps,” adds Phair. “I believe the future is bright for long-term gardening growth in educational settings. Perhaps, the schools will open their kitchens to process and freeze beans and can tomatoes and store potatoes when they are in season and bring them out in the fall and winter to use in their daily menus. I believe food production, preparation and distribution on school property can move easily into a standard curriculum. The more young people who are engaged in the understanding of wholesome food production the better off our community will be in both healthy bodies and caring minds.”



www.waupaca.k12.wi.us
(715) 258-4121

Lambeau Conference Pumps Up Teachers on Personal Finance and Economics



(L to R) Francis X. Vogel, Mark Murphy, Kevin Jones, Scott Niederjohn

By Francis X. Vogel,
Executive Director, EconomicsWisconsin

Over 130 teachers and community outreach educators gathered on October 4th at legendary Lambeau Field for the 10th Annual *Get Your Students Pumped Up On Personal Finance and Economics*. The one-day statewide conference is the signature event for EconomicsWisconsin, a nonprofit group also known as the Wisconsin Council on Economic Education. Held in conjunction with the Sixth Annual Wisconsin Summit on Financial Literacy, the Conference is a prime professional development opportunity for K–12 teachers, community outreach educators and others interested in economic education and financial literacy. Event partners included Lakeland University Center for Economic Education and the

State of Wisconsin Department of Financial Institutions (DFI). Sponsors included UW Credit Union, the Green Bay Packers Foundation, the Sentry Insurance Foundation and Fox Communities Credit Union.

Our organization's Annual Lambeau Conference is an exhilarating event for all who are interested in promoting economics education and financial literacy. It's a big goal, but in the words of the iconic Packers Coach Vince Lombardi, "Perfection is not attainable, but if we chase perfection we can catch excellence."

On a beautiful autumn day, teachers networked with a broad array of leaders in the financial literacy and economic education fields. College professors, fellow teachers, private foundations, financial services industry members

and regulatory agency officials were all part of a diverse mix. Presenters included veteran college professors, seasoned K–12 teachers and financial industry experts. Fifteen sessions were offered, including a strand focusing on teaching financial literacy to the community.

Get Your Students Pumped Up on Personal Finance and Economics also featured

the statewide launch of *Financial Football*, a fast-paced, interactive game that engages students while teaching them money management skills. Sponsored by the NFL and VISA, Green Bay Packers linebacker Jake Ryan led the game's roll-out. Ryan and Governor's Council on Financial Literacy representative (and UW Credit Union official) Jaimes Johnson coached the "Packers" team to victory over "da Bears." The "Bears" were coached by the inimitable Tim O' Driscoll, Center Director for Economic Education, Lakeland University – Milwaukee, and by David Mancl, Director, Office of Financial Literacy, and Executive Director, Governor's Council on Financial Literacy, DFI.

Packers President Mark Murphy presided over the Annual Luncheon, where he presented the 2016 Excellence in Teaching Economics and Financial Literacy Awards. Murphy – who holds an economics degree in economics from Colgate – captivated the audience with his remarks on the Packers and their place in the state economy. When an attendee asked Murphy what chance he thought the Packers had to host the Super Bowl again, he smiled and replied "slim and none." In other words, Green Bay is too frigid in February to hold a successor to the 1967 "Ice Bowl."

Murphy then presented the 2016 Awards, which honor inspirational and innovative teachers. This EconomicsWisconsin program recognizes and honors teachers whose concepts improve and stimulate economic understanding and/or financial literacy in the classroom, and strive to make them a vital part of their curricula. Winners receive a cash prize and an engraved crystal apple. This year's Awards were sponsored by Dr. Scott Niederjohn, Lambeau event emcee and Dean, School of Business and Entrepreneurship & Director, Center for Economic Education, Lakeland University.

Kevin Jones of Cudahy High School won First Place, and Erich Utrie of Jefferson Middle School took Second Place in the prestigious Awards. Jodi Scott of Delavan-Darian High School, who took Third Place, was unable to attend.

Our organization's Annual Lambeau Conference is an exhilarating event for all who are interested in promoting economics education and financial literacy. It's a big goal, but in the words of the iconic Packers Coach Vince Lombardi, "Perfection is not attainable, but if we chase perfection we can catch excellence." See you next year at Lambeau!

www.economicswisconsin.org

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Visit wicpa.org/SymposiumReg for details and registration.

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A Knight's Faire, Celebrating our Community's Creativity



Kathy Bareis and students
DeLong Middle School
Eau Claire Area School District

DeLong Middle School hosted, A Knight's Faire, and it was different from the usual "arts and crafts" type fair that many people might have expected. We hand-selected our artisans from around Wisconsin and Minnesota. We were able to build relationships with not only the artisans, but our

own community that exists in Eau Claire. Through demonstrations, we were able to teach our community about entrepreneurship and philanthropic enterprise. We had an abundance of mediums including fibers & textiles, pottery, glass, metals, jewelry, painting, drawing, printmaking, photography, soaps and other bath products, upcycling, woodworking, and woodcarving. We were even able to include functional art-

bicycles with Dan Green and yoga for kids with Michele Anthony.

Another goal of our Art Faire was to allow our students to learn about entrepreneurship. A Knight's Faire showcased several of our students' startup businesses.

Part One Visiting with our Adult Artisans by Emery Thul, 8th grader DeLong Middle School, Eau Claire

Even though the faire didn't start until 9 am, the morning began much earlier for artisans and the setup crew. Artisans began arriving at 6:30 to set up, which allowed me to have conversations with them about their work. One person I spoke to was James Steinke, who was selling pottery. He and his wife reminded me of my grandparents, who also make pottery. Mr. Steinke is a very quiet man, but I got to speak with him about how he started pottery as a hobby and how it grew so much that now he sells it. He says his business supports making pottery, a type of art that he has always enjoyed.

During setup, I also had the chance to speak with a local silk painter, Erin O'Brien. She creates beautiful pillows and scarves, along with other mixed media artworks. I stopped by Dell Braunberner's booth to photograph his wonderful wood carvings. He is part of the Western Wisconsin Woodcarver's Guild. He was there both to sell his work and to advertise the carving club. Jan Killian paints art mostly focusing on animals and nature. I visited with her about one of her stunning paintings depicting a great blue heron. I can relate to this particular painting since we both grew up where there was an abundance of them.

Once I started taking pictures for the event, I was able to stop and visit with a fellow photographer, Renee Barth. She was displaying beautiful double exposure shots that had a haunting air about them. She is a stay at home mom, but she has a deep passion for photography, and like Mr. Steinke, her former hobby now fuels what she calls the "madness of it." I was also able to view Lori Chilefone, who was at the art faire to display her mixed media collages and her henna artwork. Her collages capture many unique elements and pulls them into a cohesive, whimsical art piece.

Part 2 Visiting with our Youth Artisans and Entrepreneurs

by Elsa Oplinger, 7th grader
DeLong Middle School, Eau Claire

Many of our DeLong students were part of the faire in many ways. The students of Prime Products played a large role at the DeLong Knight's Faire. The sixth, seventh, eighth and returning ninth graders ruled over a large booth containing all of the products sold at Prime Products. According to the students who worked the Knight's Faire it was really fun to work. Some of the popular ones that they sell are bird feeders, floral frogs, soap dishes and note cards. Along with these four products they also sold eight other products. The prices ranged from \$1.00 to \$15.00. If you were a sales associate you would talk to the customers about the products. Giselle, a sixth

grader at DeLong, said one of the customers she talked to said, "I found things you never thought to buy here." Another sixth grader named Elsa said she talked to people saying "The colors used are really beautiful." The Prime Product booth also had a Make and Take station where customers had the option to make a ring

"We hand-selected our artisans from around Wisconsin and Minnesota. We were able to build relationships with not only the artisans, but our own community that exists in Eau Claire. Through demonstrations, we were able to teach our community about entrepreneurship and philanthropic enterprise."

and or a necklace themselves and take it home with them for a small price. Another job some of the working students took on was reliving artisans at their booth. Students filled in at the booth while the owner got food, went to the bathroom or just stretched their legs and took a look around. Arissa, a sixth grade worker for Prime Products said she was surprised at how many customers there were. When I asked the workers what they learned from working at the booth Elsa said "It's better to talk to them if you want them to buy."

Six of the DeLong FUSE businesses also sold their products at A Knight's Faire. FUSE stands for Future U.S. Entrepreneurs. These students had the opportunity to create a business, business plan, sell their products, and show their idea to a panel of judges.

All in all, A Knight's Faire was a resounding success! The date of next year's faire is October 14, 2017. Be sure to mark your calendar! We cannot wait to meet you at the faire.

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NCUA

www.ecasd.us/DeLong-Middle-School/home
(715) 852-4900

Paying for College

Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

Financial aid is money to help pay for college or career school. Aid can come from

- The U.S. federal government,
- The state where you live,
- The college you attend, or
- A nonprofit or private organization.

Besides financial aid, you also should think about what you can do to lower your costs when you go to college.

Federal student aid includes:

Grants — financial aid that doesn't have to be repaid (unless, for example, you withdraw from school and owe a refund)

Grants and scholarships can come from the federal government, your state government, your college or career school, or a private or nonprofit organization. Do your research, apply for any grants or scholarships you might be eligible for, and be sure to meet application deadlines!

What kinds of federal grants are available?

The U.S. Department of Education offers a variety of federal grants to students attending four-year colleges or universities, community colleges, and career schools. We've given each of our grants its own page:

Federal Pell Grants

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree.

Website: studentaid.ed.gov/sa/types/grants-scholarships/pell

Federal Supplemental Educational Opportunity Grants (FSEOG)

Students who will receive Federal Pell Grants and have the most financial need will receive FSEOGs first. The FSEOG does not need to be repaid. The FSEOG program is administered directly by the financial aid office at each participating school and is therefore called "campus-based" aid. Not all schools participate. Check with your school's financial aid office to find out if the school offers the FSEOG.

Teacher Education Assistance for College and Higher Education (TEACH) Grants

The TEACH Grant Program provides up to \$4,000 per year to students who agree to teach for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families and to meet other requirements. If the service obligation is not met, the grant is converted to a Direct Unsubsidized Loan.

Iraq and Afghanistan Service Grants

Like other federal grants, Iraq and Afghanistan Service Grants provide money to college or career school students to help pay their education expenses. However, Iraq and Afghanistan Service Grants have special eligibility criteria.

You may be eligible to receive the Iraq and Afghanistan Service Grant if

- You are not eligible for a Federal Pell Grant on the basis of your Expected Family Contribution but
- Meet the remaining Federal Pell Grant eligibility requirements, and
- Your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or

Afghanistan after the events of 9/11, and

- You were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death.

Loans — borrowed money for college or career school; you must repay your loans, with interest

If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan. Student loans can come from the federal government or from private sources such as a bank or financial institution. Loans made by the federal government, called federal student loans, usually offer borrowers lower interest rates and have more flexible repayment options than loans from banks or other private sources. Learn more about the differences between federal and private student loans. <https://studentaid.ed.gov/sa/types/loans/federal-vs-private>

Work-Study — a work program through which you earn money to help you pay for school

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.

ATTENTION
MIDDLE SCHOOL
STUDENTS!



WIN MONEY AND PRIZES IN OUR FIRST DREAM CAREER ESSAY CONTEST CREATED JUST FOR YOU!

You've probably already started thinking about what the future holds high school! We want to hear about your "Dream Career." Submit your "Dream Career" essays to *Teaching Today™ WI*, and you could win cash prizes to use towards your future and have your entry featured in the pages of *Teaching Today™ WI*.

- \$100.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six winning entries.
- \$25.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six Honorable Mentions.

THIS CONTEST IS OPEN
TO ALL WISCONSIN MIDDLE
SCHOOL STUDENTS

Turn to Page 6
for details on our
HIGH SCHOOL
DREAM CAREER
ESSAY CONTEST

WHATEVER YOUR DREAM CAREER IS. TEACHING TODAY WI
WANTS TO READ ABOUT IT! SUBMIT YOUR ESSAY SOON!

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

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

Essay entries are to be between 400 and 500 words in length. A Word document or PDF is preferred. We will be featuring the six winners in Winter 2017, Vol. 2 issue, which will be released mid-January. The six honorable mentions will be presented in the following three issues. This contest begins on October 1st. Deadline for submissions is January 10, 2017 at 6:00 p.m.

How Do I Get a Federal Grant? FAFSA!



Almost all of the federal grants are awarded to students with financial need. If you are interested in our grants, or in any federal student aid, you have to start by submitting a Free Application for Federal Student Aid (FAFSA®). Once you've done that, you'll work with your college or career school to find out how much you can get and when you'll get it.

Completing and submitting the FAFSA® is free and quick, and it gives you access to the largest source of financial aid to pay for college or career school.

In addition, many states and colleges use your FAFSA data to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

Why should I fill out the FAFSA®?

If you don't fill out the FAFSA, you could

be missing out on a lot of financial aid! We've heard a number of reasons students think they shouldn't complete the FAFSA. Here are a few:

- "I (or my parents) make too much money, so I won't qualify for aid."
- "Only students with good grades get financial aid."
- "The FAFSA is too hard to fill out."
- "I'm too old to qualify for financial aid."

If you think any of these statements apply to you, then you should read *Myths About Financial Aid*. The reality is, EVERYONE who's getting ready to go to college or career school should fill out the FAFSA!

Website: studentaid.ed.gov/sa/sites/default/files/financial-aid-myths.pdf

The 2016–17 FAFSA has been available since Jan. 1, 2016, and the 2017–18 FAFSA launched on Oct. 1, 2016.

You have to fill out the FAFSA® every year you're in school in order to stay eligible for federal student aid.

How do I fill out the FAFSA®?

There are several ways to file:

- Online at fafsa.gov is faster and easier than using paper.

- If you need a paper FAFSA, you can
 - download a PDF FAFSA or
 - Order a print-out of the PDF FAFSA by calling 1-877-4-ED-PUBS (1-877-433-7827).
- Ask the financial aid office at your college or career school if you can file it there. Some schools will use special software to submit your FAFSA for you.

If you need help filling out the FAFSA, use these free tools:

- Read the "Help and Hints" located on the right side of any FAFSA entry page. (The hints change depending on what question you're on.)
- Click "Need Help?" at the bottom of any FAFSA entry page (in other words, any page where you're entering information into the application).
- Chat (in English or Spanish) with live technical support staff by clicking the "Help" icon with the big question mark at the top of any FAFSA entry page, and then selecting "Contact Us," "Federal Student Aid Information Center," and then "Chat With Us." (Note: The "Chat With Us" option isn't visible outside of business hours, which are listed on the Federal Student Aid Information Center



contact page.)

- Contact the financial aid office at the college or career school you plan to attend.
- For details about the purpose of FAFSA questions and how information should be reported in some unusual cases, try our guide called *Completing the FAFSA*.

Website: studentaid.ed.gov/sa/resources#complete

Find more information here: studentaid.ed.gov/sa/types

The 2016 Teaching Today WI High School Dream Career Essay Contest

Open now for submissions

WIN MONEY AND PRIZES FOR YOUR "DREAM CAREER"!

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

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

THIS CONTEST IS OPEN TO ALL WISCONSIN HIGH SCHOOL STUDENTS

Essay entries are to be between 500 and 600 words in length. A Word document or PDF is preferred. We will be featuring the six winners in our Holiday Issue which will be released in mid-December. The six honorable mentions will be presented in the following three issues.

This contest is open now, and the deadline for submissions is December 1st at 6:00 p.m.

Turn to Page 4 for details on our **MIDDLE SCHOOL DREAM CAREER ESSAY CONTEST**

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

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

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



Why Is Basketball Safety Important?



Fortunately, very few basketball injuries are life threatening. Some (like broken bones, concussions, and ligament tears) can be quite serious, though. And while playing through the pain might seem noble, it can lead to serious muscle and joint problems over time.

Before you take the court, take steps to protect yourself by always wearing the following:

Basketball sneakers. The right shoe can go a long way toward reducing ankle, foot, and leg injuries. For added ankle support, some players choose to play in high-top sneakers, but low-rise shoes will suffice. All basketball shoes should have a sturdy, non-skid sole and should be the right size and securely laced at all times while playing.

Athletic support. If you're a guy, you don't have to wear a protective cup unless your league requires it or you choose to, but you'll appreciate having a good athletic supporter when you're running down the court or jostling under the net. Girls should consider a good sports bra, and many players of both sexes choose to wear supportive athletic shorts beneath their basketball shorts.

Mouthguard. Some youth leagues may require players to wear a mouthguard. If yours doesn't, you should strongly consider wearing one anyway to guard against broken teeth and injuries to the mouth.

Other gear. Players who wear glasses, and many who wear contacts, will want to use protective eyewear made of shatter-proof plastic. Players with prior injuries can benefit from fitted knee, ankle, or wrist braces to support their joints while playing.

Before Tip-Off

As with many sports, basketball requires running, jumping, and other athletic movements. Staying in good shape year-round will not only make you better at these actions,

it will help reduce your risk of injury and improve your stamina so you can play harder for longer periods of time. Be sure to get plenty of exercise before the season starts, and eat healthy foods.

Warm up and stretch before you start playing. This doesn't mean just shooting a few hoops or dribbling with both hands. Do some jumping jacks or run in place for a couple of minutes to warm up your muscles before stretching. Dynamic stretching uses many muscle groups in a sport-specific way, so ask your coach about stretches to add to your warm-up. It's a good idea to stretch after a game or practice, too.

Practice shooting, dribbling, layups, and running the court before you try to duplicate these maneuvers during a game. Knowing how to do what you want to do will make your movements less awkward and less prone to injury. And naturally, know the rules and how to play safely before you compete against other players.

During Game Play

Once the ball is put in play, things will start to move quickly on the court. Know where your teammates and any opponents are at all times. This will help you avoid potentially painful collisions.

Fouling other players will not only hurt your team and possibly land you a seat on the bench, it's also a very common source of injuries. Play within the rules, with no shoving, tripping, or holding, and always obey the officials. Never deliberately or flagrantly foul another player.

If you get tired during the course of a game, ask to come out for a while to catch your breath, and be sure to stay well hydrated. Heat-related illness and dehydration are risks, particularly on hot days or sunny, outdoor courts.

If you feel pain in any of your joints or muscles, stop playing right away. Don't resume playing until the pain goes away or you get clearance from a doctor.

Lastly, know where the ball is at all times.

This may seem obvious, but many players get hurt by being hit with the ball when they aren't looking. Basketballs are hard enough to easily break a nose or a finger.

Excessive Play

With summer AAU programs, school and church leagues, travel teams, camps, and all-star games to choose from, lots of guys and girls spend the whole year playing basketball. This can lead to more than just burnout. Strains and sprains, tendonitis, growth plate injuries, and stress fractures can get very painful and debilitating if untreated.

Always tell a coach or parent if you're feeling any pain, and never ignore any tweaks, spasms, or discomfort you feel while playing. Ignoring overuse injuries will only make them harder to recover from in the long run.

If you have any concerns that you're playing too much basketball, work with your parents and coaches to try to reduce your schedule.

A Few Other Reminders

- If it's on-court and serious, find a ref. You probably won't need adult supervision for games of one-on-one or two-on-two in your driveway or a pickup game at the playground, but full-court, five-on-five basketball is a different story. Be sure a

responsible adult — be it a coach, parent, or referee — is on hand for any games like that.

- Make sure first aid supplies and someone who knows how to use them are readily available at the courts where you play.
- Don't chew gum, toothpicks, or have anything in your mouth while playing basketball. They could present a risk of choking.
- Don't get involved in a fight with other players or teammates. This will not only get you kicked out of any sanctioned basketball game, it will also increase your likelihood of injury.

Finally, get out there on the court and have fun working on your skills and leading your team to victory. With a little forethought and some common sense and etiquette, you can keep things safe and stay injury-free and in the game. Next thing you know, that'll be you hitting the shot at the buzzer to win the Final Four or the NBA championship.

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GET BACK IN THE GAME



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Nursing is a dynamic interpersonal goal-directed process that seeks to promote optimal health within the context of individuals, family, community, and society. Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through masters degree or doctorate degree preparation.

Certified Nurse Midwife (CNM)

A certified nurse-midwife (CNM) provides care to a woman during pregnancy, manages labor, delivers the baby, and cares for the newborn and mother. Currently, approximately five percent of all births in the United States are conducted by a certified nurse-midwife. CNMs generally take patients who, after a pre-screening, are not likely to have complications. An obstetrician is often used as a consultant for emergencies.

A nurse-midwife provides education on nutrition, breast feeding, child care, and other information needed for a healthy mother and child. A CNM supervises the labor, provides pain medication if needed, and performs the delivery. The baby is evaluated for its health and then shortly thereafter released to a pediatrician's care.

Typical Salary Range (2014) (Wisconsin):
\$28,200 to \$93,700 per year.

Typical Salary Range (2014) (National):
\$26,100 to 98,600 per year.

Certified Nursing Assistant (CNA)

Certified Nursing Assistants (CNA) is an entry-level position. Persons interested in health careers often begin as a CNA. They accomplish a number of tasks to assist nursing and medical staff in the care of patients. They are responsible for attending to a patient's everyday needs which may include turning or repositioning a patient in their bed, bathing or dressing, transporting a patient by gurney or wheelchair, taking blood pressures and temperatures, serving food, feeding, and maintaining patient's hygiene.

Typical Salary Range (2014) (Wisconsin):
\$20,600 to \$34,800 per year.

Typical Salary Range (2014) (National):
\$18,800 to \$36,200 per year.

Licensed Practical Nurse (LPNs)/ Licensed Vocational Nurses (LVNs)

Licensed Practical Nurses or LPNs, MUST work under the direction of a Physician or a Registered Nurse (RN). They are trained to administer prescribed medications, draw blood and other fluids, and care for injuries

or surgical incisions under the supervision of either a Physician or RN. LPNs may work in a variety of settings, including, hospitals, clinics, nursing homes, private homes, or institutions.

Typical Salary Range (2014) (Wisconsin):
\$33,100 to \$54,600 per year.

Typical Salary Range (2014) (National):
\$31,600 to 58,700 per year.

Medical Assistant (MA)/Certified (CMA)/Registered (RMA)

Medical Assistants assist physicians in their offices and other medical settings. The main focus for MAs lies in two areas: welcoming and assisting patients and supporting doctor to keep workflow going. Can perform a wide variety of duties including completing patient's medical records before seen by doctor, taking their vital signs, educating them on methods to improve their health, and show them how to take their medications.

Some are trained to perform injections and to operate diagnostic testing equipment such as X-ray machines and electrocardiographs (EKGs).

Typical Salary Range (2014) (Wisconsin):
\$24,700 to \$41,100 per year.

Typical Salary Range (2014) (National):
\$21,500 to \$42,800 per year.



Registered Nurse (RN)

RNs perform numerous duties including observing and assessing patients' health and provide for patients physical, mental, and emotional needs. They are educated to perform a variety of clinical tasks, develop and carry out a patient's plan of care, and educate patients on getting and staying healthy. The Registered Nurse (RN) is educated to provide care to all individuals or groups that are sick or healthy. RNs help coordinate a patient's care through patient education.

Typical Salary Range (2014) (Wisconsin):
\$50,000 to \$87,800 per year.

Typical Salary Range (2014) (National):
\$45,900 to \$98,900 per year.

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Student Contests and Awards

Meemic Masterpieces Grant and Contest

Join The Meemic Foundation in showcasing the artistic ability of our youth. Any Meemic Foundation Club member can sponsor a student by submitting their original art masterpieces in one of three themes: Be Green/Healthy Living, School Spirit or the Meemic Tree. The sponsoring member's school will receive a \$300 grant for art supplies, and the winning artist will receive an Amazon Fire® Tablet. Winners will be announced by Feb. 14, 2017.

Entries must be original artwork created by the student and cannot be drawn from any existing artwork not created by the student. No copyrighted images may be used.

Deadline: Dec. 30.

Website: www.MeemicFoundation.org/Masterpieces

Samsung Solve for Tomorrow Contest

Teachers of grades 6-12 are eligible to the Samsung Solve for Tomorrow Contest, which focuses on how science, technology, engineering, and math (STEM) can be applied to help improve local communities.

Deadline: Applications due Nov. 15, 2016

Website: www.samsung.com/us/solvefortomorrow/home.html

Real World Design Challenge

The Real World Design Challenge (RWDC) is an annual competition that provides high school students the opportunity to work on real world engineering challenges in a team environment. Each year, student teams are asked to address a challenge that confronts our nation's leading industries.

Deadline: Teams must register by Nov. 21

Website: www.realworlddesignchallenge.org/index.php

Middle School National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields.

Regional competition dates vary. See the website for specific dates. The national competition will take April 27 through May 1, 2017, April 26 through 30, 2018, and April 25 through 29, 2019.

Website: science.energy.gov/wdts/nsb

Team America Rocketry Challenge

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

A pool of over \$100,000 in prizes and scholarships is awarded

Deadline: Teams must register by Dec. 2.

Website: rocketcontest.org

World Series of Innovation

The Network for Teaching Entrepreneurship's (NFTE) World Series of Innovation, presented by Microsoft, is a fun, experiential activity that allows students ages 14-24 to think creatively and invent new products or services that address everyday opportunities. All students are encouraged to participate to develop their creativity and innovative thinking skills.

The winning students receive \$2,000 to share and a prize of \$500 for their school or other nonprofit youth serving organization. Winners may also receive prizes from their category's sponsor.

Deadline: Submissions due Dec. 15, 2016

Website: innovation.nfte.com

C-SPAN's StudentCam Video Documentary Competition

C-SPAN's StudentCam is an annual national video documentary competition for students in grades 6 through 12. Individual students or teams of up to three students create a short video documentary on the theme of "The Three Branches and You." Each video documentary should tell a story that demonstrates how a policy, law, or action by either the executive, legislative, or judicial branch has affected the applicant's community.

Deadline: All entries must be uploaded by January 20, 2017

Website: www.studentcam.org

JFK Profile in Courage Essay Contest

The book "Profiles in Courage," written by President John F. Kennedy and published in 1956 when he was a US Senator, inspires the JFK Profile in Courage Essay Contest. The contest challenges students to identify an example of political courage on the part of a US elected official at the local, state, or national level during or since 1956, and then analyze what made the person's decision and actions a "profile in courage."

Deadline: Applications are accepted through January 4, 2017

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

Letters About Literature Contest

The Letters About Literature contest is a reading and writing promotion program of the Center for the Book in the Library of Congress. Students read a fiction or nonfiction book, poem, or speech, and then write a letter to the author (living or dead) about how the book affected them personally.

Deadline: Entries for grades 9 through 12 are due December 2, 2016. Entries for grades 4 through 8 are due January 9, 2017

Website: www.read.gov/letters

Doodle 4 Google

Doodle 4 Google is an annual program that invites kindergarten through grade 12 students in the United States to use their artistic talents to think big and redesign the Google homepage logo for millions to see. This year, students can create a doodle that tells the world "What I see for the future." Kids have all kinds of things that make them unique, so they can use all kinds of materials to create their doodles, from crayons, to clay, to graphic design, even food and video games.

A scholarship of \$30,000 and a technology grant of \$50,000 are awarded

Deadline: Entries are due December 2, 2016

Website: doodles.google.com/d4g

Young Writers Contest

The Young Writers Contest seeks to encourage young people ages 10-18 to express themselves and their thoughts through writing and literacy skills. Have your students pick an environmental theme and start writing! Winners will be selected based on originality, creativity, audience appeal and writing skill. Winners will be chosen in two categories, ages 10-13 and ages 14-18.

Deadline: Entries due December 31, 2016

Website: booklogix.com/young-writers-contest

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages students in research and development, with students on the winning teams receiving prizes of US savings bonds. Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in 20 years, and then explore what is necessary to make their visions a reality.

Deadline: Projects are due February 6, 2017

Website: www.exploravision.org/what-exploravision



Science and Engineering Apprenticeship Program

The Science and Engineering Apprenticeship Program (SEAP) provides an opportunity for students to participate in research at a Department of Navy (DoN) laboratory during the summer. The goals of SEAP are to encourage participating students to pursue science and engineering careers, to further their education via mentoring by laboratory personnel and their participation in research, to make them aware of DoN research and technology efforts, and to prepare students to serve as positive role models for their peers by encouraging other high school students to take more science and mathematics courses.

Deadline: Applications are due November 30, 2016

Website: seap.asee.org/program_details

Summer Research Education Experience Program

The purpose of the National Institutes of Health (NIH) Summer Research Education Experience Program is to provide a high-quality research experience for high school and college students and for science teachers during the summer academic break.

Grants up to \$100,000 in direct costs per year are awarded

Deadline: Optional Letters of Intent are due 30 days before the deadline. Applications are due March 23, 2017 and March 23, 2018

Website: grants.nih.gov/grants/guide/pa-files/PA15-184.html

Paul Gagnon Prize

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

Deadline: Applications are due December 9, 2016

Website: www.nche.net/awards

Albert Einstein Distinguished Educator Fellowship

The Albert Einstein Distinguished Educator Fellowship Program offers current K-12 mathematics, technology, engineering, and

Educators' Road Map to Graduate Studies

Resources to Pay for Graduate Programs

If you've been through the funding gauntlet as an undergrad, you're probably already aware that financial aid is provided by a variety of bodies, including the federal government, the state government and the university itself. On the other hand, there are few things about federal, state and university aid that change in grad school. These may make a degree more affordable than you might imagine.

Federal Financial Aid

According to the U.S. Department of Education's Federal Student Aid office, there is more than \$150 billion in federal financial aid available to college students, including graduate students attending accredited online colleges. Students can use this money to pay for a variety of academic expenses, including tuition, room and board, fees, textbooks and other academic supplies.

Federal Loans

Federal loans are borrowed money that must be repaid. In contrast to private loans, federal student loans often offer lower interest rates and more repayment options. Additionally, these do not need to be repaid until graduation and some loans may qualify for certain tax deductions.

William D. Ford Federal Direct Loan Program

This is the largest federal student loan program-lender. It offers Direct Unsubsidized Loans up to \$20,500 per school year, although students in certain health profession programs may receive additional unsubsidized amounts. Direct PLUS Loans, are for graduate students who need more than the maximum Direct Unsubsidized Loans to meet education costs.

Federal Perkins Loan Program

These school-administered loans are available to students with exceptional financial need who meet eligibility requirements.

Students can receive up to \$8,000 a year, depending on need, other aid, and the availability of funds at their school.

Grants

Federal Pell Grants

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.

Savings

Section 529 Plans

You can keep Section 529 plans working for you long into graduate school:

- Don't withdraw all your 529 funds during your undergraduate years; allow some of this money to remain accruing interest.
- Consider working before graduate school and saving money for a few years.
- Keep adding money (even if you're withdrawing funds) while you're an undergraduate. You and/or your family may find state grants that match your contributions.

As always, you should talk to a trusted financial advisor about your options and evaluate your 529 approach annually.

IRA/401(k) Retirement Savings

As long as you're paying for qualified educational expenses, the IRS will allow you to withdraw funds from your IRA without having to pay the 10% additional tax for early withdrawal. However, you may have to pay income tax on part of the amount distributed.

Although it sounds great, borrowing off your 401(k) can be a slippery slope:

- You lose all the compound interest you might have earned by keeping the money in the 401(k).
- You may not be able to contribute to your 401(k) until you've cleared your loan.
- If something happens to your job (you're fired or wish to leave), you have to pay back the loan immediately.

Fellowships

Fellowships are lucrative academic awards that apply to graduate and post-graduate projects. They're typically merit-based and include famous programs like the Rhodes, Marshall and Fulbright.

Each fellowship is different. For some, you may receive a tuition waiver and a generous stipend. You may be able to conduct your own research without having to teach. You may be funded to travel overseas and work on an independent project. For others, you may be asked to complete partial repayment or a service commitment after graduation.

Website: studentaid.ed.gov/sa



Katy Pupungatoa
Oakland Junior High School
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Wisconsin's Teachers of the Year

Four Wisconsin educators got exciting news in surprise announcements at their schools.

They are the 2016–17 Wisconsin Teachers of the Year, chosen by a panel of parents, community leaders, and educators, including former Teachers of the Year.



Sarah Breckley

Sarah Breckley, a Spanish teacher at Reedsburg Area High School, is High School Teacher of the Year. Breckley helps students master the language through innovative lessons that incorporate dance, filmmaking, improvisational acting, debate, Skyping with native speakers, and creating fashion shows. She leads students in homestay visits to Spanish-speaking countries to meet people different from them. Breckley says a student's

time in her class "must give purpose to language learning, value to different cultures, and hope for the future."



Pamela Gresser

Pamela Gresser of Hatley, a fifth-grade teacher at Rothschild Elementary School (D.C. Everest Area School District) is the Elementary School Teacher of the Year. Gresser creates an environment where all students, staff, and families experience strong feelings of safety, belonging, and respect. She has played leadership roles in the building's Positive Behavior Intervention Support, Love and Logic, and student Recovery Process efforts. Gresser also introduces children to her certified therapy dog, Izzy, to help them learn to read.



Chris Gleason

Chris Gleason, band director and instrumental music teacher at Patrick Marsh Middle School (Sun Prairie Area School District) is the Middle School Teacher of the Year. Gleason inspires students to do something many music students don't do, practice at home. In one project, his students collaborate with nationally renowned composers to write pieces for middle school band. Connecting music to civic engagement, Gleason brings students to perform at community venues and events such as senior care homes and the Memorial Day parade.

Barbara VanDoorn of Tony, a 4K–12 school counselor at Lake Holcombe School is the Special Services Teacher of the Year. VanDoorn's work is rooted in showing respect, demonstrating caring, and recognizing the intelligence of individuals. She organizes campus visits for students to explore post-

secondary education, especially helpful for students who would be the first in their family to attend college. Through her certification as a Mental Health First Aid Instructor, VanDoorn hopes to make helpful mental health skills as common as CPR training.



Barbara VanDoorn

Wisconsin Teachers of the Year are selected from a pool of public school educators who received the Herb Kohl Educational Foundation Teacher Fellowship award the previous spring.

Each of the four will also receive an unrestricted \$3,000 award from the foundation for being named a Teacher of the Year. This year, Kohl is also awarding each a \$1,000 credit to use on the school-focused DonorsChoose.org website, to support an educational project of their choice.

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Presidential Teaching Award Winners

Four Wisconsin teachers — from the Chippewa Falls, Monona Grove, Northland Pines, and River Valley school districts — are among 213 to receive the Presidential Award for Excellence in Mathematics and Science Teaching. The educators received \$10,000 and an invitation to the awards ceremony earlier this month in Washington, D.C.



Lori Baryenbruch
River Valley Elementary, Spring Green

A fifth-grade teacher at River Valley Elementary in Spring Green, Lori Baryenbruch, shares her passion for science with her students through a multi-disciplinary, hands-on, project-based learning approach. Students are engaged and challenged to think like real-world

scientists or engineers solving real-world problems in collaborative teams. Baryenbruch has participated extensively in science-related professional development. She enjoys sharing her knowledge of STEM with colleagues.



Juan Botella
Monona Grove High School

Juan Botella currently teaches Advanced Placement Physics, Physics, Astronomy, and Climate and Weather at Monona Grove High School. Botella's students engage with research to inspire their imaginations, and use problem solving and scientific inquiry to uncover the rules that govern their world. Botella draws on his own participation in scientific expeditions, such as three months on an

Antarctic oceanographic vessel and a planned South Pole deployment in 2017 with the Wisconsin IceCube Particle Astrophysics Center.



John Hayes
Northland Pines High School

John Hayes teaches Algebra I, Algebra II, Advanced Placement (AP) Calculus BC, and AP Statistics at Northland Pines High School in Eagle River. Hayes uses his experience in biostatistics at Indiana University Hospital to help students understand the relevance of statistics. This also helps boost their writing skills as they create a technical paper for a final research project. Hayes draws on his experiences as an Air Force electronics technician to teach students about engineering in the free Summer Engineering Camp.



Tina Parker
Chippewa Falls School District

Tina Parker is a kindergarten through fifth grade interventionist in the Chippewa Falls Area Unified School District, nominated when working still in the Eau Claire Area School District. She believes all students can learn, and differentiates instructional practices to meet all student needs. "Math talk" is implemented within her lessons, focusing on developing mathematical understanding by all students within a helping community. Parker creates an inquiry environment, encouraging discussion of problem-solving methods through solving, explaining, questioning, and justifying mathematical strategies.

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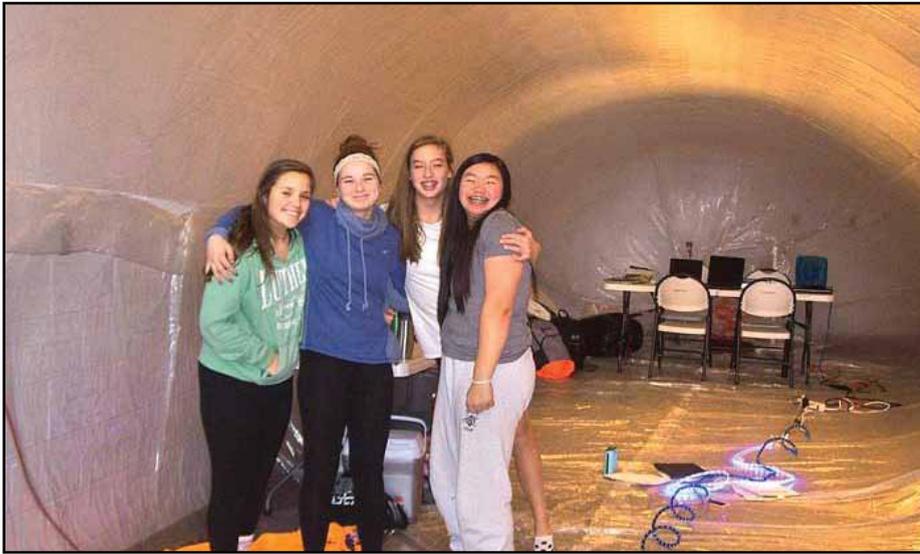
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STEM Competitions Ignite Passions for Hudson Students



The paradox about Hudson Middle School STEM teams, with their many national placings and over \$40,000 in prizes and grants over the last 7 years, is that it really isn't about the money or the recognition.

Chris Deleon, who teaches science and engineering at Hudson Middle School, has advised students in NASA competitions including the erstwhile Explorer Schools contest, as well as the *Siemens We Can Change the World Challenge* (now known under a different name), *eCybermission*, and *Bright Schools* competitions.

His students have designed water purification systems for use in space or on the moon (one team tapped the power of spirulina algae because it also absorbs carbon dioxide and is a nutritious source of protein), a free bike program in their community, and other projects.

Every year, they reach great heights, including three national first-places and four other national rankings, plus state and regional achievements.

But Deleon agrees with a student on last year's team who wrote in a letter to future students that "in the beginning of all this" one's motivation might be money or "a few extra words that you can write on a college resume," and yet: "The sooner you stop thinking that way is the sooner your project can start going somewhere. In the end, it's passion that moves your project beyond other ones. It's the love of your topic that causes you to work nonstop. If you really love your project and the people you worked on it with, that makes the word 'LOSE' seem inaccurate, even if the competition says you didn't 'WIN.'"

(Deleon requested such letters not only to help future students, but also to assess how his competition program impacted current team members.)

Last year, a team designed a "hab" (habitat) inspired by the movie, *The Martian*, then slept inside it during their experiment which tested the effects of colored light on sleep patterns. They garnered attention from Minneapolis/St. Paul media, presented to over 2,000 people

at the national PLTW conference, and received celebrity-style attention from peers and scientists, even a phone call from the director of the Kennedy Space Center.

DPI-ConnectEd heard about Deleon from a parent who was impressed and grateful for his work with students, especially female students who as luck would have it have made up all but one of the winning teams.

Deleon is someone who doesn't like to talk up his own role or accomplishments, but asked what his secret sauce is, he acknowledges he's had to think about it, because some fellow educators asked the same question. He boils his approach down to two things: giving and expecting the very best, and approaching the competitions as a team member, not a boss.

Deleon says he doesn't feel he's done his job unless he comes home exhausted: "leaving it all in the classroom" like an athlete spent after a day on the field. He also makes himself available to students outside of school hours when they are working on their project. Sometimes he'll answer questions by email at 10 p.m.

"If students are giving up their time, their lunch, their study hall time to make the effort, it's almost my duty to make myself available," says Deleon. "It's not like it's happening on a nightly basis, but sometimes they have a question and sometimes there has to be a timely answer."

It's not that he doesn't have a personal life. Deleon and his wife have five children (two biological, three adopted). To balance home and work, he remembers you're never really just role (i.e., teacher, father, husband). "Just because you're home, it doesn't mean you don't think about your students, and at school I don't stop thinking about my family."

The great thing about having email on your phone, he says, is "it takes only a few seconds to look at it and reply," but "to a student that means the world sometimes."

And after all, when teachers give homework to their students, "that's school entering into [the students'] personal lives."

In the end, the rewards of sponsoring

student competitions are great. It's "almost magical" to see students "go in on their own time, researching something because they want to, staying up late researching a project that they're not receiving a grade for," he says.

"What else is there in teaching but to see students learn to chase their passions and want to learn more?"

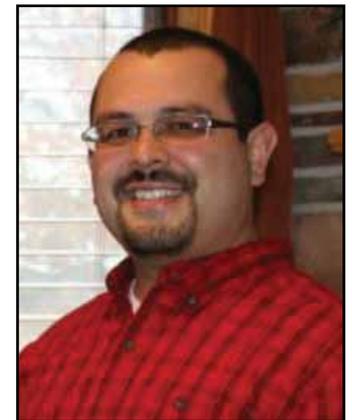
To any educator considering a national student competition, Deleon says, "Go for it. You're not going to lose anything, it's only a win — because even if the students don't . . . win, they're going to walk out with such a deep understanding of whatever topic they chose to study."

The benefits often extend to reading, math, and other subjects, since so many real-world problems are interdisciplinary.

Prizes are admittedly powerful in terms of getting students excited. "You know in their minds they're picturing themselves with a huge check, like they give at golf tournaments. You can see the wheels turning!"

But that will usually wear off, so "let them know they're not doing it alone, they don't have to have an idea right now, you're all brainstorming as a team."

After seven years of sponsoring student competitions, Deleon finds his classroom teaching has evolved somewhat as well. "I've come to realize how capable students really are. Over



Chris Deleon

the years, I've been seeing them do some pretty amazing things . . . In the general classroom that makes me expect more from my students. It also makes me realize that I don't want my students to regurgitate facts back to me, I want them to think, have those thought processes [that they can later] apply . . . to a difficult situation."

Reprinted from the DPI-ConnectEd

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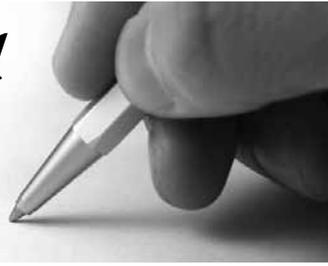
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The Meemic Foundation for the Future of Education has partnered with Office Depot, Inc.®, to provide up to \$500 for supplies for a school* you wish to honor. Foundation Club members can nominate any eligible school* in Wisconsin. It's easy to apply online – just provide us information about the school and why you wish to honor them. Winners will be notified by Feb. 1, 2017.

Deadline: Dec. 31.

Get full details and eligibility rules at www.MeemicFoundation.org/ForOurSchools

**Grants can only be provided to educational nonprofit organizations certified as tax exempt under Section 501 (c)(3) of the Internal Revenue Code.*

Toshiba America Grant Program for 6-12 Science and Math Educators

The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Successful projects tap into the natural curiosity of students, enable students to frame their own scientific questions, and incorporate the expertise of community partners. Applications must be for project-based learning.

Deadline: Grades 6 through 12 applications are accepted year-round. Requests for grants of more than \$5,000 are due August 1 and February 1, annually

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

Air Force Association's Educator Grant 2016-2017

The Educator Grant program promotes aerospace education activities in classrooms from kindergarten through twelfth grades. The program encourages development of innovative aerospace activities within the prescribed curriculum.

Grants of \$250 are awarded

Deadline: Applications are due November 18, 2016

Website: www.afa.org/informationfor/teachers/k12grants/educatorgrants

Community Action Grants

Special consideration is given to projects focused on kindergarten through grade 12 and community college girls' and women's achievement in science, technology, engineering, or mathematics, and to those projects that seek community partners such as local schools

or school districts, businesses, and other community-based organizations.

One-year awards range from \$2,000 to \$7,000, and two-year awards range from \$5,000 to \$10,000

Deadline: Applications are due January 15, 2017

Website: www.aauw.org/what-we-do/educational-funding-and-awards/community-action-grants

Environmental Advocacy Grants

The Cornell Douglas Foundation provides small grants to organizations that promote the foundation's vision: advocating for environmental health and justice, encouraging stewardship of the environment, and furthering respect for sustainability of resources.

Awards range from \$10,000 to \$15,000

Deadline: Applications are accepted year-round

Website: www.cornelldouglas.org/apply

Project Produce: Fruit and Veggie Grants for Schools

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

Grants of \$2,500 are awarded

Deadline: Applications accepted year-round

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

Let's Move Salad Bars to Schools Grant

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

Website: www.saladbars2schools.org

Dudley T. Dougherty Foundation Grants

The Dudley T. Dougherty Foundation supports programs in arts, community, education, environment, health care, and peace. Recent awards include music lessons for people with disabilities, children's theater, learning center, writing education, after-school

and summer activities, literacy programs, and services for at-risk children and youth.

Deadline: Applications are due November 30, 2016

Website: dudleytdoughertyfoundation.org/submit_grant

Voya Foundation Grants

The Voya Foundation supports nonprofit organizations addressing a variety of community needs and resources. The foundation maintains the following two giving priorities:

- Financial education
- Science, technology, engineering, and mathematics (STEM) education

Grants of \$2,500 and greater are awarded

Deadline: Applications are due December 9, 2016

Website: corporate.voya.com/corporate-responsibility/investing-communities/voya-foundation-grants

The Harry Chapin Foundation Education Grant

The mission of the Harry Chapin Foundation is to support organizations that have demonstrated their ability to dramatically improve the lives and livelihood of people by helping them to become self-sufficient. The foundation focuses its grant making on community education programs, arts-in-education programs, and agricultural and environmental programs.

Grants up to \$10,000 are awarded

Deadline: Applications are accepted year-round

Website: www.harrychapinfoundation.org/focus_focusandguidelines.php#WhatWeHowMuch

Instrumental Music Grants

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

Deadline: Applications are accepted year-round

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

Mary Lou Anderson Reflections Arts Enhancement Grants

The National PTA Mary Lou Anderson Reflections Arts Enhancement Grants provide matching grants to local PTAs to support in-school and after-school arts enhancement programs. Grants may be used to engage families, support student success, improve the health and safety of students and families, increase access to arts education, and celebrate advocacy and diversity.

Grants up to \$1,000 are awarded

Deadline: Applications are accepted January 10 through March 17, 2017

Website: www.pta.org/members/content.cfm?ItemNumber=3101

Amber Brown Grant

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

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

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

Japan Foundation Grants

The Japan Foundation's Center for Global Partnership (CGP) awards education grants for projects designed to increase awareness and understanding of Japan in the United States by students and teachers in kindergarten through grade 12. Grants may fund support of teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded

Deadline: Grant applications are accepted year-round

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



Continued from Page 16

science classroom teachers with demonstrated excellence in teaching, an opportunity to serve in the national public policy arena.

During the Fellowship, each Fellow receives a monthly stipend of \$6,000 plus a \$1,000 housing allowance. There is also a moving/relocation allowance and a professional travel budget.

Deadline: Apply by 8 p.m. November 17, 2016

Website: science.energy.gov/wdts/einstein

Gee Whiz Kids Award for Community Service

The Heart of America Foundation's Gee Whiz Kids Award is designed to honor children age 12 and under who have made a difference in the lives of others through acts of caring and compassion.

Deadline: Nominations due December 1, 2016

Website: theheartofamerica.wufoo.com/forms/w7jd3qy0lm5m0d

Let the Reading Begin



School District of Sheboygan Falls

Reading IS fundamental to academic success. A new effort aimed at preschoolers in the School District of Sheboygan Falls seeks to achieve that goal.

Launched by the Sheboygan Falls Memorial Library, 1000 Books Before Kindergarten is part of a national initiative designed to foster pre-literacy skills in young children. Although children generally

learn to read after they start kindergarten, being exposed to books and especially having adults read to them helps get them ready to read on their own.

“It’s huge for kids to see that pictures and letters have meaning,” explained Beth Anzia, a literacy specialist at Sheboygan Falls Elementary School, who was one of the first to sign up with her own preschooler.

Ashley Bisterfeldt, also a literacy

specialist at Sheboygan Falls Elementary, signed up with her son, too. “My little boy is crazy about reading. We read every night,” she said. “The more vocabulary a student knows, the more ready they will be for kindergarten.”

Lynn Bub, principal of Sheboygan Falls Elementary, pointed out that the program will help the District since students enter kindergarten at various levels of readiness. Learning vocabulary and beginning literacy, like how to hold a book the right side up and which direction to read text – left to right – gives students a head start on reading skills.

Tina Beining, children’s programming librarian at Sheboygan Falls Memorial Library, set the program up, making it as simple as possible for children and their parents.

Children sign up at the library and get a tote bag and a library card if they don’t already have one. They also receive a reading log. Children color in a shape to record each book they have “read.”

Once the entire sheet is completed, they take it to the library and receive a simple toy or other incentive. When they reach their goal of 1,000 books, there will be a “graduation ceremony” and the child will dress up in a cap and gown.

Their photograph will be sent to the newspaper, posted on the library’s Facebook page, and hung in a Wall of Fame display at the library.

“We’re excited to get this launched,” said Beining. “We can’t wait to see that first smiling face in that cap and gown.”

Bisterfeldt noted that it takes about 30 seconds to read a board book. The program brochure also breaks down the total in achievable chunks of time. For instance, reading 20 books per week for a year adds up to 1,040 books. Children can count the same book more than once. The length of the book doesn’t matter – picture books and board books count too.

One of the beauties of this program is its simplicity, according to Beining. “All they need is a library card and we have thousands of books.”

Let the reading begin.

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



KOHL'S
WILD
THEATER



A Zoological Society of Milwaukee
and Milwaukee County Zoo Partnership



We travel from the Zoo to You!

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

Great for Schools, Community Events
and Festivals!

Book Kohl's Wild Theater; dates fill quickly!

414-258-2333 • wildtheater.org

Individuals don't get cancer - entire families do.

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

We have two exciting winter camps coming up soon!



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

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



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

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



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

EconomicsWisconsin

Teaching Financial Skills to Last a Lifetime

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



TEACHER PROGRAMS

ASET Conference (Association of School Economics Teachers)

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

Veteran professors will address these timely topics:

- Water - the Most Vital Substance in Our Life
- Lifting the Veil on the Fed and Monetary Policy
- The Gas Tax and Financing Road Construction
- The American Economy After the Great Recession

Register at: economicswisconsin.org/ASET.html

We held our 10th Annual Get Your Students Pumped on Personal Finance and Economics Conference on October 4th at legendary Lambeau Field. Stay tuned for information on next year's return to Lambeau!

See our article on Page 10



STUDENT PROGRAMS



The SMS is a simple and easy method of learning how to invest in the stock market without using real money. Students in grades 3–12 manage hypothetical \$100,000 investment portfolios as they compete for a cash prize.

Trading ends December 16, 2016 for the Fall 10-Week Challenge, and April 14, 2017 for the School Year Challenge.

Spring 10-Week Challenge

Registration Deadline: Feb. 28, 2017

Trading Starts: February 6, 2017

Trading Ends: April 14, 2017



Wisconsin Econ Challenge is Around the Corner

The Wisconsin Economics Challenge is part of a national competition that engages high school students in real-world problem solving and critical-thinking as they test their awareness of economic principles and current events. Teams will compete at one of three sites statewide in late March or early April 2017. Visit our web site for more info soon!

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

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

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