

Roger King of Holmen to Represent Wisconsin in National Teacher of the Year Competition



School District of Holmen

Roger King, an agriscience teacher at Holmen High School and Wisconsin's 2015-16 High School Teacher of the Year, will represent the state in the National Teacher of the Year program.

"Roger King is a recognized leader in the Farm to School movement. He is a great mentor to beginning teachers and knows his success depends on others," said State Superintendent Tony Evers. "One administrator described him as being all about working with others. He is Mr. Collaboration and will be a solid representative of Wisconsin's teaching force in the National Teacher of the Year program."

King was named Wisconsin's High School Teacher of the Year in a surprise ceremony at his school in early September. He received a Kohl Teacher Fellowship last spring. As part

of the honor of representing Wisconsin in the National Teacher of the Year program, King will receive \$6,000 from the Herb Kohl Educational Foundation. Established in 1990 by Herb Kohl, philanthropist, businessman, and former U.S. Senator, the foundation has given approximately \$10.4 million to Wisconsin educators, students, and schools since its founding. The total award King will receive from the Herb Kohl Educational Foundation is \$12,000.

"Teachers have such important work, developing young people into educated citizens who are ready to take their place in society and the workforce," Kohl said. "It is my honor to support the Teacher of the Year program, and in this way, demonstrate the profound respect I have for teachers and their efforts to help all children achieve."

Described as "a resourceful innovator," King's teaching philosophy centers around practical application of learning principles. He said he teaches his students to "investigate real world issues and problems, develop research and questioning skills, develop problem solving skills" and gather "knowledge through a hands-on approach to each lesson." King changed the school's traditional greenhouse operation that grew bedding plants to one that grows lettuce hydroponically. "This change required students to completely rethink how plants grow and exposed them to a system that can be used for year-round production," he said. In addition to lettuce, the school's lunch program.

King engages high school students with

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Wildlands High School Gulf Island National Shores, Biological and Historical Trip

Augusta School District

Let's get education outside those buildings! Let's get outside the walls! Students deserve high quality real learning experiences! How do we do this? Wildlands School, a project-based research school in the Augusta Wisconsin School District has a solution. Take the students on the road.

In the spring of 2014, Wildlands students, teachers, and a few parents took a trip to the Gulf of Mexico in Florida for get your hands dirty, experiential learning. As part of this process the students built a website that followed the week-long trip, including the plans, forms, and schedules. As part of the mission of Wildlands School, this site is available for all teachers to look into the how, when, what, where, and why of such a trip.

Visit our website listed at the end of this article for insight into a Wildlands School project-based learning trip, one of many we take every year. Make sure you visit all the tabs on home page, there is a wealth of information embedded in the site.

On the first day of the trip, Wildlands students had the pleasure of visiting the National WWII museum in New Orleans, Louisiana. During our three hour visit, students had the opportunity to examine artifacts in all three open pavilions, as well as learn about plans for



Wildlands School students work with the Marine Ecology Research Society (MERS) to learn about marine habitats.

a fourth building. We also watched "Beyond all Boundaries" a 4D cinematic experience documenting the valiant efforts of U.S. and Allied Forces servicemen and women.

On day two we started off with a guided tour of the dunes, led by Rick O'Connor, an Escambia County Sea Grant Extension Agent. The goal was for students to learn more about the surrounding biology and ecology of Santa Rosa Beach. Rick took us on a tour of the dunes and surrounding areas, and covered topics including tree identification, coral reefs, invasive species, oil spills, wind storms, hurricanes, and dune wildlife. The next event of the day was a tour of Fort Pickens. Upon arrival we began a guided tour with Caroline, an intern at the National Park Service. She explained to us the general layout and history of the complex and

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From the Teaching Today WITM Educational Blog
teachingtodaywi.wordpress.com

3 ways to take learning outside with mobile devices

Mobile devices are an effective way to stretch the learning experience outside the classroom, STEM educator Julie Willcott writes. In this blog post, she shares three ways teachers can use devices for out-of-the-classroom exploration.

Fall/Winter Driving Safety Tips from Meemic

As the days get shorter and colder, hazards on the roads increase. Winter has its ice and snow, of course, but fall driving has its own unique set of challenges.

Pack a car emergency kit: First off, weather in the Midwest can be severe, and storms can develop suddenly. Before heading out on the road, make sure you're prepared for an emergency in case your car becomes stranded.

Counselor: Tips for developing relationships with teens

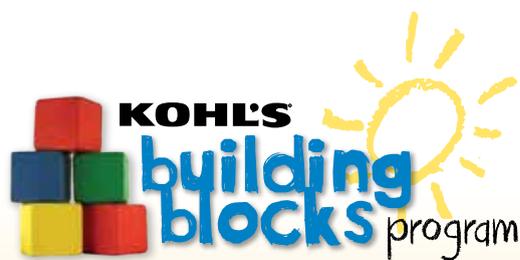
Educators can best engage adolescents by showing them respect and keeping their developmental age in mind when working with them, clinical social worker and former middle-school counselor Julie Baron writes in this blog post. She shares six strategies teachers can use to cultivate respectful relationships with these students.

Teacher: Free, online tool engages students in history, writing

A free online platform, Zoom In, can help connect teachers and students with primary- and secondary-source documents, according to Jennifer Hesseltine, a middle-school US history teacher. In this blog post, she describes how she uses the tool to engage students in history lessons.

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Website: www.myclassroomeconomy.org

Expect the Unexpected With Math® Plan, Save, Succeed!

In Plan, Save, Succeed!, the seventh installment in the Expect the Unexpected With Math® series, students follow 14-year old twins Jason and Amy as they use key financial literacy topics such as budgeting, income, saving and credit to purchase a used car when they turn 16.

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Website: www.actuarialfoundation.org/programs/youth/FinancialLiteracy.shtml

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Website: www.irs.gov/Individuals/IRS-Tax-Volunteers

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Website: exhibitions.globalfundforwomen.org/economica

MoneyWi\$e

MoneyWi\$e is a national financial literacy partnership of Consumer Action and Capital One, is the first program of its kind to combine free, multilingual financial education materials, curricula and teaching aids with regional meetings and roundtables to train community-based organization staff so that consumers at all income levels and walks of life can be reached.

Website: www.money-wise.org

Mymoney.gov

Mymoney.gov is the U.S. government's web site dedicated to teaching all Americans the basics about financial education. The site organizes financial education help from over 20 different Federal web sites in one place. Content is organized by where you are in life ("Life Events"), who you are ("My Resources"), and by specific hands-on tools ("Tools"). This site is also available in Spanish.

Website: www.mymoney.gov/Pages/default.aspx

The Federal Reserve Board

The Federal Reserve Board offers two new guides, "Credit Reports and Credit Scores" and "New Rules on Credit Decisions and Notices," to answers to common questions about credit reports and how errors in credit reports can be corrected; and the new notices consumers may receive when credit reports or credit scores affect a decision to grant credit.

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Please refer to the back page for additional details regarding the range of our



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

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

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

Deadline for submissions is December 10th at 6:00 p.m.

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.

3 Resources for Students Looking for a Dream Career

ASVAB Career Exploration Program

The ASVAB Career Exploration Program is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help students explore the world of work. This is free to participating schools.

The ASVAB Career Exploration Program is intended for use with students in the 10th, 11th, and 12th grades, as well as students in post-secondary schools. The Program provides tools, including the test battery and interest inventory, developed by the Department of Defense to help high school and post-secondary students across the nation learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate performance in academic and vocational endeavors, and identify potentially satisfying careers. These results are integrated with work values to help students identify and prioritize possible career choices. Students are encouraged to consider their own work-related values and other important personal preferences as they explore the world of work and learn career exploration skills that will benefit them throughout their work lives.

Website: www.asvabprogram.com/

CareerOneStop

CareerOneStop products include:

America's Service Locator connects individuals to employment and training opportunities available at local American Job Centers. The website provides contact information for a range of local work-related services, including unemployment benefits, career development, and educational opportunities. (www.ServiceLocator.org)

America's Career InfoNet helps individuals explore career opportunities to make informed employment and education choices. The website features user-friendly occupation and industry information, salary data, career videos, education resources, self-assessment tools, career exploration assistance, and other resources that support talent development in today's fast-paced global marketplace. (www.CareerInfoNet.org)

mySkills myFuture helps laid-off workers and other career changers find new occupations to explore. Users can identify occupations that require skills and knowledge similar to their current or previous job, learn more about these suggested matches, locate local training programs, and/or apply for jobs. (www.mySkillsmyFuture.org)

Website: www.careeronestop.org/

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The Occupational Outlook Handbook (OOH) provides information on what workers do; the work environment; education, training, and other qualifications; pay; the job outlook; similar occupations; and sources of additional information, for 334 occupational profiles covering about 84 percent of the jobs in the economy.

The OOH is broken up into clusters of similar occupations. In order to find an occupation, browse the occupation groups of interest on the left-hand side of the homepage, or use the A-Z Index . if you know the specific occupation. You may search for occupations by using the selector drop-down menus on the OOH homepage. Select by pay range, entry-level education, on-the-job training, projected number of new jobs, or projected growth rate. If you know the specific occupation you are interested in, you may enter a job title into the "Search Handbook" box at the top. In addition, you may browse by clicking any of the three links titled "highest paying," "fastest growing (projected)," "and most new jobs (projected)."

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Mann Scholars Program Helps Prepare High School Students for College



Francine and her mother Debra

*Krystal E. Gartley,
MMSD Strategic Partnerships & Innovation*

Dreams of going to college are becoming closer to reality every day for Madison Memorial High School seniors Francine and Alisha, who plan to study Law and International Business, respectively. These inspiring students are on track to graduate in 2016 ready to step into the world of college and, eventually, their careers.

Along with support from their families, friends and school staff, Alisha and Francine credit the Mann Scholars Program for playing an integral role in guiding them through their high school journey and preparing them for the next steps.

The Mann Scholars Program selected their first two Scholars in 1998 to honor the late Bernard and Kathlyn Mann, long-time Madison residents and strong advocates for high-quality and equitable educational opportunities for all students enrolled in MMSD. Family and close friends witnessed them guide, encourage and support their five children, all of whom successfully graduated from high school and went on to attain college degrees.

Francine's mother Debra believes the program is opening doors for her daughter, already a conscientious student. "As a mother, I have always had much confidence in Francine and her decisions," so when she was accepted into the Mann Scholars Program, "I just knew that she would be provided with opportunities that she may not have otherwise had," Debra says.

"Through the program she has matured, she is responsible and she knows how to manage her time. It is beautiful to see her grow," she adds, beaming.

Francine agrees: "It has had a big impact on my life," she says, adding that she feels high school "would have

been difficult if I was not a Mann Scholar." Throughout the last few years, "There were times that were rough, but having the program to back me up was incredibly helpful."

Selecting and supporting scholars

Every year, each Madison middle school nominates one eighth grade student for the Scholar selection process. Nominees must demonstrate an investment in their education, strong attendance, involvement

in activities, a desire to go to college and financial need. All nominees and their families participate in an interview process where three to five students are selected to become Mann Scholars while attending one of the four MMSD high schools.

Scholars are awarded an annual scholarship for each year of high school that can be used for academic support needs. These may include one-on-one tutoring, a home computer, athletic and extracurricular activity fees or the cost of career exploration and college applications. All program and scholarship funds are privately raised and housed at the Madison Community Foundation.

Throughout high school Mann Scholars also have the opportunity to build skills they will need beyond the school setting — financial literacy, community leadership, organizational techniques and career exploration, among others.

Tutors play positive roles in students' high school experience

Alisha is one student who benefitted, both academically and emotionally, from working with long-term tutors, who also occasionally serve as a life coach through all four years of high school. "High school is like a roller-coaster with many ups and downs," she says. "If it weren't for the tutors and services provided by the program it would have been mostly downs."

Bright futures and lasting relationships

The Mann Scholar Program celebrates a 100% high school graduation rate with a total of 47 Scholars successfully graduating high school over the past 17 years. Sixteen Mann Scholars have earned college degrees, with three going on to earn master's degrees. Twelve former scholars,

including one doctoral student, are currently pursuing post-secondary education.

Amy Wallace has served as the Mann Scholars Coordinator since 2000. This program thrives on the full participation of each Scholar, their family, community volunteers and the support of staff at each high school. She sees her key role as "supporting Scholars but allowing students

to realize their own potential that then defines their future goals and career path." The results, she notes, are gratifying, pointing to former scholars who visit after high school to check in with her and speak to new scholars.

Alisha says those visits from former scholars have stuck with her. "I am amazed at how Mann Scholars can stay with you through life. I see former students come back



From left to right: Evan Yang, 2015 East High School graduate, Diamond Spikes and Wayu Bedaso, 2015 LaFollette graduates

from college to visit and meet new scholars. It is so nice to hear their experiences. I am really amazed by that. I can't wait to be a mentor for future Mann scholars."

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Agriculture: A Large Focus in the Clinton Community School District



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

Ms. Marlina Jackson, agriculture teacher at Clinton High School and Middle School, believes in engaging her classes in a variety of project-based learning activities and hands-on experiences in and out of the classroom. The classes she teaches at the high school include Veterinary Science, Biotechnology, Animal Evaluation, Landscaping, Plant Science, Wildlife and Natural Resources, and Agriculture Leadership. At the middle school she teaches Ag Exploratory to the seventh grade students.

Students in the Animal Evaluation class were given the opportunity to do some hands-on learning while slaughtering chickens. Students and staff from a local university visited the classroom to perform a slaughter demonstration for the students. The students

were then given the chance to slaughter the animals. Clinton High School graduate, Jordan DeLong, who raises his own chickens and attends the university, also volunteered to help. Students learned to drain the blood, soak the animals in hot water to loosen the feathers, pluck the feathers from the birds so they would be ready for butchering. Students enjoyed the hands-on experience. Students who take part in the Animal Evaluation class have an opportunity to become certified as livestock judges and could judge shows at county and state fairs.

Students in Ms. Jackson's Vet Science class learned about vaccinating and castrating animals. To demonstrate the two processes, Ms. Jackson brought two of her baby goats from her farm to use for demonstration purposes. These animals needed to have the procedures performed on them, so

Ms. Jackson used the opportunity to teach her students. She demonstrated the proper way to load a needle with the vaccine and inject it into the animal. She then demonstrated the most humane way to castrate the animals by placing a band around the testicles, cutting off the blood supply, so the testicles will detach on their own without the trauma of cutting, as has been done in the past. Students were very interested and assisted Ms. Jackson with the procedures.

Students in the Wildlife and Natural Resources class visited Carver Roehl Park outside of Clinton, to learn more about the wildlife and view the different types of nature present in the park. In the classroom they had been studying conservation and the harm done by invasive species. Mr. David Hoffman from the Rock County Parks Department spoke to students about the various types of invasive species that are affecting the park. He also showed them an Ash tree that was the very first tree in Rock County to be infected by the Emerald Ash Borer.

Students Biotechnology class spent time researching the pros and cons of genetically modified organisms (GMO's). They found evidence supporting both sides of the argument as to whether we should or should not allow GMO's to be available to the consumers. The class was then split into two groups, with half of the students assigned to argue the positive points and the other half of the class assigned to argue the negative points. They worked together to plan and formulate their arguments. They were divided into smaller teams to debate their points for a preliminary

judging panel of Clinton Community School District staff members Sally Barrington and Melanie Stevens. Following the initial debate, students then came together for a large group debate in front of a judging panel. This was a multi-faceted project that reinforced and taught research skills, collaboration, team work, public speaking, reasoning, and much more.

The Landscaping and Plant Science classes have the opportunity to work in the greenhouse and help to care for the landscaping outside of the greenhouse. Each year students grow flowers and garden plants and then have a plant sale in the spring of the year for the community. Money from the plant sale is put back into the program to keep the program growing and improving.

Looking into the future, plans are being made to do some cooperative work with the Finish Woodcrafting class at Clinton High School, taught by Derek Tietz, to incorporate agro forestry into the curriculum. This project would involve raising animals and crops between rows of trees planted on the school grounds. This project will involve approximately 60 students from the various classes involved. Tietz and Jackson hope to have the program implemented within the next five years.

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Tree Project Involves Two CHS Classes

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

Mr. Derek Tietz, teacher for the Finish Woodcrafting class at Clinton High School, wanted to help his students understand the process from beginning to end how lumber is grown, harvested, processed, and sold to the consumer. This came about when students began asking questions about cutting down trees to make their own lumber. Mr. Tietz felt it was important for them to know the entire product life cycle of a tree, from seedling to furniture.

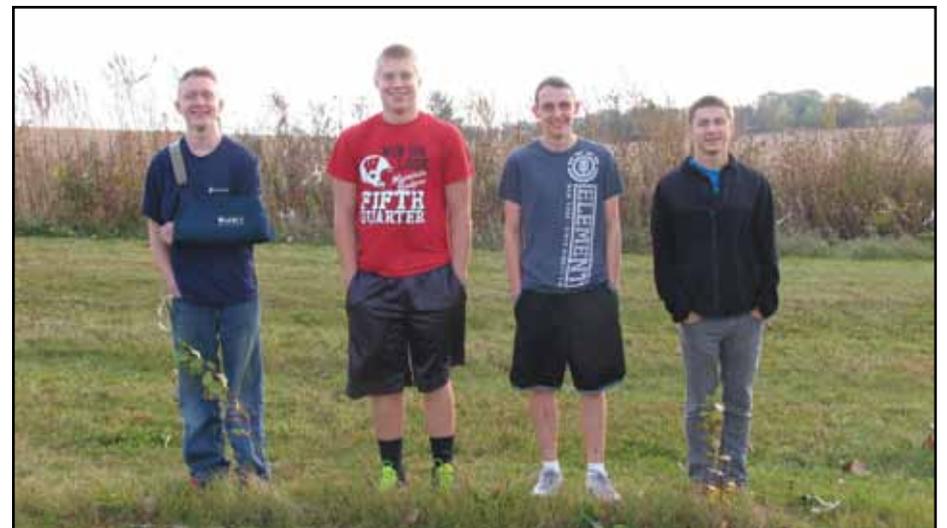
Students began the project by studying what types of trees would be the best to plant for lumber purposes. They studied basic tree selections, and how and where to plant each type of tree. They decided to start by planting poplar trees because they are fast growing, and the students would be able to see progress more quickly. Mr. Tietz also felt that planting trees in some of the open areas of the school grounds would provide a

windbreak and add some color to the property. The goal was to plant new trees every year and in the process study forest management and tree care.

It is hoped that this will save the department money in the future as they are able to harvest their own wood rather than purchase it. The class averages about \$1500 every year spent on lumber. It cost \$75 for 100 poplar cuttings this year. They will be able to make their own cuttings to plant more trees each year, so the money saved by eventually being able to cut their own lumber will be drastic.

The class started the cuttings in the greenhouse in January. They incorporated technology by taking pictures of the cuttings each week to compare growth. They uploaded the pictures to Google Docs and recorded data for each sampling during the initial growth. The trees were planted along the east side of the property in mid-May. Due to concerns with frost, they may plant a little later in the year next year.

Before the trees could be planted, there



needed to be a watering system put into place. The students in the Introduction to Engineering and Design class were given the challenge of designing a watering system. Students were presented with the problem of having to water 100 trees while only a

minimal amount of students were outside at one time. Each tree would need five gallons of water per week. The watering had to take place within a short amount of time.

Continued on Page 14



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How Does Our Garden Grow? On a Tennis Court of Course!



Galesville Elementary is part of the Gale-Ettrick-Trempealeau School District. Seven years ago an old tennis court was transformed into a garden space. Thanks to a grant received in 2013, many new tools and structures have been added to make the garden successful for both growing food and providing a good outdoor learning laboratory for our students for many years to come.

The first construction, funded by the grant, was the handiwork of our high school Building and Trades class under the direction of Mr. Lynn Halverson. Four cold frames constructed of wood and clear Plexiglas were delivered to the garden in May, 2014 along with a new compost bin.

The cold frames provided just the right amount of extra warmth for our young pepper transplants. The final pepper crop was tremendous. The compost bin will help us continue to recycle. Last year we began to use some of the shredded paper that is collected around the school district and found it to be a perfect "carbon" source to mix with other compost ingredients like our food waste from the cafeteria or green garden waste.

Last spring and early summer were a busy time in the garden at Galesville Elementary. Many small projects have been completed that make working at the garden easier and more efficient. Rain gutters, water tanks, movement of the compost pile, and improvements on the

hoop house and the tool shed have all brought the garden on the tennis court to a premium level in its seventh season.

On one morning in early June, Mr. Meunier arrived with a small army of friends who he generally shares coffee with. In a very short time, there was a new very stable wood ramp built for the doorway to the shed. With a borrowed Bobcat hauler, from the local Halderon farm, the compost pile was moved and turned in the process. It will further compost for another half year and will then be ready to be used in the garden. Two large water tanks were filled by rainwater collected off our small shed roof, thanks to a clever attachment of a rain gutter that can be tilted to feed the water tanks on either side of the shed. With this simple system and the ample rainfall this summer season, we have been able to get by with only rainwater for the garden.

Planting in raised beds, that rest on an underlying asphalt surface, presents both special challenges as well as benefits. The hard, dark, surface becomes a heat sink, which seemed to keep the seedlings growing. The fence surrounding the tennis court provides some protection from the deer and is a great place for climbing plants to grow.

Jean Wallner has worked in school food service for 20 years, but has never seen students eat more vegetables than she does now. After puzzling over how to keep students from passing up the veggies she served at school, she helped envision the Galesville school garden, and bring it to life. "I thought if I could just get them planting, they might decide to eat better," she said. Since 2009, the Galesville Garden has turned Wallner's vision into a reality.

Each year, community volunteers help chop, assemble, and freeze garden vegetables for a ratatouille recipe developed by the Viroqua School District. This product is then used throughout the school year as a base for spaghetti and pizza sauces. Potatoes, squash, and sweet potatoes from the garden are also roasted and served in school lunches. In



fall, fresh lettuce, watermelon, muskmelon, peppers, tomatoes and carrots are served regularly on the salad bar. Galesville students always know when a dish has come from the garden, and according to the school's food service director, tend to eat more vegetables than other schools in the district.

www.getsd.org/elementarygalesville
(608) 582-2241



Art in the Garden, 2015 Summer School Class

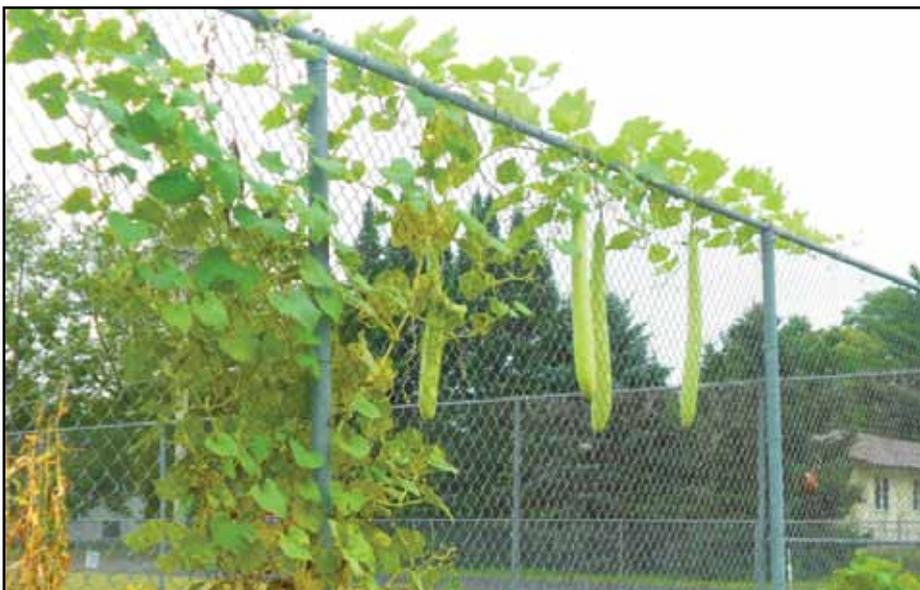
The near perfect weather of the summer of 2015 with ample rain, plenty of sunshine, and comfortable temperatures has helped produce possibly the best garden yet at Galesville Elementary. But, good crop growth is not the only success on the tennis court garden this season. Two sessions of a new summer school program, "Garden Camp" were held and attended by a small group of eager young gardeners.

Each session had enrollments of about 15 elementary students. We explored such topics as plant structure and function, photosynthesis, pollination, native mason bees, and other insect identification. Even though the majority of our students were young (Grades 1-3), they surprised us in their grasp of the challenging information we presented.

The students enthusiastically helped with garden chores on those days when the explorations or the lessons were completed early and time was allotted for planting, weeding and watering. The best days were the days we spent exploring the garden looking at things up close and getting our hands dirty or wet. Fresh strawberries, and snap peas provided the basis for the food treats that came from the garden. Often the first stop of the day for the young gardeners was the fence supporting the peas. On the very last day we made homemade ice cream to go along with the strawberries.

We used a variety of reference curriculum to prepare our lessons, including: The Science Schoolyard (Blog of Science Teacher Renee Heinrich), Got Veggies (Wis DPI), Dig In (from USDA), and various library books concerning insects. Often, on the days where we allowed more exploration, students' sharp eyes and natural curiosity led to many a good observation and discussion of topics we did not directly schedule. As an example, we all learned about the red milkweed beetle on our insect identification hunt. None of us had ever observed or knew of this creature previously.

- "I liked learning about bugs," Sydney N. 2nd Grade"
- "I loved all of garden camp, especially picking and eating pea pods." Isaiah W. 1st Grade
- "I liked learning different flower names and tasting new foods." Halene D. 3rd Grade
- "I liked helping out and getting to work with plants. I have a garden at home now because I really enjoy it. I also meet new people and get to be with my friends." Emma S. 3rd Grade
- "I like doing the art projects like sculpting insects using model magic. I also liked eating the snacks from the garden like the strawberries and carrots." Natalie O. 5th Grade



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Aquaponics Lab at Hawley Environmental School a Living Learning Resource



Milwaukee Public Schools

Helping a scientific process come to life really has engaged Hawley Environmental School fifth grader Ethan Julius to learn all he can about aquaponics.

"The garden we've grown really has turned out well," said Julius, who voluntarily came to school during the summer to help his teacher Casey McEvilly plant and care for the new aquaponics lab at Hawley. MPS leaders, teachers, students and parents dedicated the lab with a ribbon cutting on October 15.

Julius said he didn't know much about how aquaponics worked initially but now he's committed to learning everything he can about the process.

"It's been great to learn how fish help the plants to grow and how the process can be used to grow food," Julius said.

Aquaponics is a growing field that presents not only potential career options but helps students learn about fish and plant life, photosynthesis and life cycles. In an aquaponics system, fish and plants grow together. The systems convert waste

produced by the fish into fertilizer for plants, which in turn filter water that enters the fish habitat. Hawley students and educators have been preparing the new system throughout the summer and early fall.

Hawley is one of 12 MPS schools to offer an aquaponics program. Hawley's program was designed and built by Imagine Aquaponics, which also provided donations to help facilitate the creation of the lab. The school's Parent Teacher Organization and Community Learning Center program also contributed funds. Many of MPS' other aquaponics programs were developed through grants.

McEvilly, a fifth grade teacher at Hawley, said the lab shows students how people can impact the environment.

"Aquaponics and hydro organics uses less water than traditional gardening," he said. "Hawley is an environmental school and aquaponics is something that's good for the environment and the lab is a great learning resource for the students."

Hawley environmental implementer Lesley Zylstra noted that the lab helps fulfill the school's vision of preparing students to be environmentally-conscious leaders.

"Having this aquaponics lab to work in and learn from not only helps students

understand critical science concepts but also gives our students an advantage in understanding the growing field of sustainable agriculture," she said.

Zylstra's work to provide well-rounded environmental education for Hawley students has earned her national recognition. This summer, she received the Presidential Innovation Award for Environmental Educators, an honor given to only two teachers in each of the U.S. Environmental Protection Agency's 10 regions. Zylstra traveled to Washington this summer to be recognized in person by EPA Administrator Gina McCarthy.

MPS Superintendent Dr. Darienne Driver congratulates the Hawley community on its new lab and Ms. Zylstra on her national recognition.

See more photos from the ribbon cutting on our Facebook page:

www.facebook.com/MilwaukeePublicSchools

www5.milwaukee.k12.wi.us/school/hawley
(414) 256-8500



Tree Project at Clinton High School

Continued from Page 10

Students divided into three groups and began working on their plans. Each system had to meet the needs of 11 different categories to be eligible for consideration. Once the plans were developed and the prototypes were made, the groups presented their plans to Mr. Tietz, Mrs. Janae Gile, Clinton High School Principal, Mr. Bob Butler, District Building, Grounds, and Transportation Director, Ms. Audrey Buchanan, Communications Coordinator and Webmaster, and Brian Beals, Grounds Crew. Students also voted individually, and then from the plans selectee by the panel, had to come together to agree on just one plan. The group with the most workable plan called their device the "Tube of Awesomeness." The plan called for a 55-gallon drum to be placed at the top of the hill. A valve that covers a 20-tree section would open, allowing water to flow through PVC pipe to be deposited on each tree.

Mr. Tietz plans to have his students plant another row of trees next to the row that was planted last spring. They may plant pumpkins between the first two rows and then sell them as a fundraiser for the class.

Tietz's ultimate goal is to incorporate agro forestry into the classroom work. This concept involves planting crops or housing

livestock between the rows of trees. An example of agro forestry is when farmers plant rows of nut or fruit trees in cornfields. While this lowers the corn yield, it produces two crops. When trees are large enough they can be cut for lumber and new trees can be planted to repeat the cycle. Another example of agro forestry is to raise animals between the rows of trees, providing shelter and shade for the animals and fertilizer for the trees.

Tietz and Marlina Jackson, agriculture teacher at Clinton High School, are working out a plan to incorporate the agro forestry concept. Tietz's classes will continue to plant a row of trees every year, while Jackson's landscaping and bio-technology classes will care for the animals or other crops. Approximately 60 students from the combined classes will be involved. Tietz and Jackson are hoping this plan will be fully implemented within the next five years.

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



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/

Clif Bar Family Foundation Grants

Clif Bar Family Foundation Small Grants are awarded for general organizational support or to fund specific projects that protect the Earth, create a healthy food system, increase opportunities for outdoor activity, reduce environmental health hazards, and build stronger communities. The grants, averaging approximately

\$8,000 each, are awarded four times per year.

Early submissions are encouraged. Grants awarded during a particular quarter will be announced at the beginning of the following quarter.

Applications are due February 15, May 15, August 15, and November 1.

Website: clifbarfamilyfoundation.org/Grants-Programs

Green Ribbon Schools Applications Due

The Green Ribbon Schools Awards from the U.S. Department of Education honors schools, districts and higher education institutions that save energy and reduce operating costs, create environmentally friendly learning spaces, promote student health, and incorporate environmental sustainability into the curriculum.

For Further Information contact Victoria Rydberg, Environmental Education Consultant, at 608-266-0419 or victoria.rydberg@dpi.wi.gov or Cindy Koepke, Green & Healthy Schools Administrator at 608-267-7622 or cynthia.koepke@wisconsin.gov

Application deadline: December 1, 2015

Website: cal.dpi.wi.gov/cal_green-ribbon-schools

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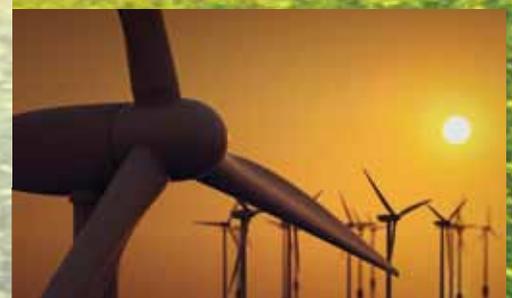
Wine Making (Enology)

For more information:

Amy Kox

amy.kox@nwtc.edu or 920-498-6908

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“Over the Hills and Through the Woods...”



John Walsh
Director of Programs
Somerset School District

This September along Spartan Drive, over the hills, and through the woods, the Somerset School District has proudly reopened a regulation W.I.A.A. high school cross country course on its campus. The new course is the second such course carved out of district property after the campus was moved to Sunrise Drive in 1979. The first course was built in the summer of 1993. At that time, athletic director Brad Nemec, former district teacher and cross country coach Tom Ringhand, and Lowell Peterson cut down pine trees, burned brush, and cleared out a path using a tractor and a land drag. For the

next decade, Somerset High School proudly hosted high school cross country events, including the annual Smith-Germain Cross Country Invitational. (The popular regional cross country event represented the memory of two district memorable employees, educator Joyce Smith and custodian Donald Germain.) However, in 2002, the course was closed and covered over by the footprint and construction of the new elementary school.

This past year, new high school cross country coach Abby Christensen took the initiative to create a new course on district property. True to many such endeavors within the school district, the new course represents a selfless and skilled collaborative effort on behalf of several individuals. Significantly, the project started with our senior high school students. Mr. Tom Sheffel's Advanced Biology class created conceptual topographical maps outlining several options for a new course using skills they learned in class. Presenting their work to Coach Christensen, the drawings were studied and reviewed by Mr. Rosburg. By the end of May, a course layout was selected and work began to

build the course.

This past summer, with gloves, chain saws, tree branch clippers, shovels, and rakes in hand, Coach Christensen, her husband Tim Christensen, Superintendent Randy Rosburg, coach Bruce Larson, middle school teacher Dave Prashak and elementary principal Chris Kamrath marked out the course, cut down trees, and cleared brush. Additionally, Larry and Mandi Mondor provided a skid steer to help with some of the heavy lifting. Several parents and team members of the current cross country team were instrumental in building the course. Belisle Excavating used light equipment to remove undesirable stumps from the course's path. Tom Landry's artisan touch with a box drag created the final touches of leveling the terrain and seeding the new 3.1 mile course.

On Sept 8th — after a full day of marking the course with paint, directional flags, and ropes by Coach Christensen and Diane Belter — Somerset High School hosted New Richmond, Prescott, Baldwin-Woodville, and Ellsworth high schools ending a 14 year absence of cross country meets held in Somerset. For the record, Prescott girls' took first as a team and New Richmond boys' team took first. Individually, Ellsworth's Rachel Mancuso was the top finisher for the girls race with a time of 22:23. Ellsworth's Sam Bell took first with a time of 16:52 for the boy's race. Somerset's

Anya Swanson finished 2nd for the girls. For the boys, Brandon Mondor placed 5th with a time of 19:05.

The results of working on and completing this course are exceedingly rewarding for coach Christensen. Christensen points out, “The new course is very technical in comparison to other courses. The changing terrain of grassy turf, a trail through wooded area, corners, hills, and the outline of an agricultural soybean field (thanks to the cooperation of Mitch Flandrick) makes our course unique,” Abby also recognizes residual benefits to the new course, “For the community, the new course provides a wonderful trail for quiet nature walks and/or scenic jogging.”

We extend our gratitude to all involved in making the new course a part of the Spartan activities on campus again. In the remaining fall days of pleasant weather, we extend an invitation out to all who want to see the course, go for a leisurely walk, or exercise an aerobic jog over the hills and through the woods around the beautiful Somerset campus.

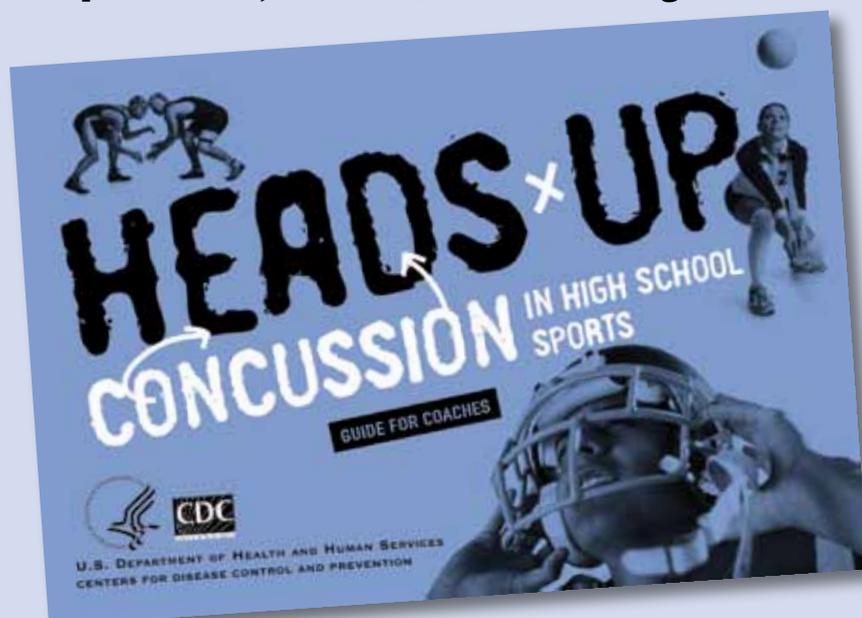
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The School Nurse

5 Ways to Fight the Flu

The flu is annoying enough on its own. So it doesn't help that flu season falls at one of the most exciting times of the year.

Flu Season Is October to May

If you get the flu, you'll have lots of company. Each year from October to May, millions of people all across the United States come down with the flu. Kids get the flu most often. But people in every age group can catch it.

To avoid missing out on sports events, Halloween parties, Thanksgiving feasts, and holiday fun, follow these tips:

1. Get the flu vaccine. It's the best way to protect yourself against the flu. Hate shots? Getting vaccinated doesn't just protect your own health. It also helps the people around you because there's less chance you'll catch the flu and pass it on.
2. Wash your hands often. In addition to

getting the flu vaccine, hand washing is an important line of defense against germs like flu viruses. Why? The body takes about 2 weeks to build immunity after a flu vaccine — and even a vaccine isn't foolproof if a new strain of virus starts making the rounds. Hand washing also helps protect against other germs and illnesses that there aren't vaccines for, like the common cold.

Wash your hands after using the bathroom; after coughing or sneezing; before putting in or removing contact lenses; before using makeup; and before eating, serving, or preparing food. The great thing about hand washing is it's easy protection. So get in the habit of washing your hands when you come home from school, the mall, a movie, or anywhere else where you're around a lot of people.

3. Keep your distance if someone is sick (coughing, sneezing, etc.). Flu viruses travel through the air, so try to stay



away from people who look sick. Of course, people who have the flu virus don't always look sick. That's where vaccines and hand washing come in.

It's also a good idea to avoid touching your nose, eyes, and mouth — three places flu viruses can easily enter the body.

4. Cough or sneeze into a tissue or your elbow — not into your hands. That way, you're not spreading the virus when you touch surfaces that other people may touch too.
5. Stay home if you have the flu. You don't want to pass your germs to someone else. Staying home is a great excuse to

curl up and watch your favorite movie, play video games, or read. Rest can help the body recover faster.

You also can fight the flu on a daily basis by keeping your immune system strong. Some great immune boosters are getting enough sleep, eating healthy foods (including five or more servings of fruits and veggies a day!), drinking plenty of fluids, and getting regular exercise.

Don't let the flu mess with your fall and winter fun. Fight back!

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*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [August, 2015] [www.bls.gov/oes/].

Applications are now being accepted for fall 2016!

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Roger King of Holmen

Continued from Page 1

special needs in the greenhouse, having them plant and harvest the hydroponic lettuce. Additionally, students in an occupational training class help with stocking coolers and shelves in the FFA concession stand and setting up and counting the money box to connect with math lessons.

King's "Suitcase Lessons" are self-contained activity-based units. Among the lessons is "Skin/Skull/Scat/Tracks" which teaches about game animals in Wisconsin. The "White Egg Yolk Experiment" lets students explore the impact of ingredients in chicken feed on the laying hens' eggs. Students discover that low levels of carotene in the feed cause the yolk to lose its color and become white, while high levels of carotene cause an orange yolk.

King also believes parent involvement is essential for student success. "I engage parents by having them on my Agriscience Advisory Committee so I can have a parent perspective on lessons the students are involved in and to make sure that future career interests are covered in the classroom. I also invite parents on field trips to give them a better understanding of the

curriculum and the industries that support the curriculum I teach," he says. In a letter submitted by a colleague, King's approach is described as "not a 'drop your kids at the door' philosophy. He knows we are a better society when parents, children, and community all come together for the greater good."

He carries his passion for what he teaches in the classroom into several community service activities. Annually, King volunteers at the La Crosse dairy breakfast supervising 4-H and FFA students as they serve more than 2,000 attendees. He also volunteers as a master gardener in his school gardens, serves as the Holmen FFA adviser, has been a 4-H leader for 16 years, coaches football, and serves as the co-chair for the La Crosse County Interstate Fair Small Animal Barn Committee.

www.holmen.k12.wi.us
(608) 526-6610

Wildlands School Gulf Coast Trip

Continued from Page 1

surrounding grounds. Students had the opportunity to experience first-hand the lifestyle of the soldiers by going from bunkhouse to bunkhouse and having free exploration of the grounds.

The day culminated with a meeting with Beckie. Beckie is a park ranger for the National Park Service, and is one of the founders of T.H.i.S. (Teens Helping in Seashores). T.H.i.S. is the program we worked with throughout the trip, taking night sky transects. The goal of T.H.i.S. is to measure night sky brightness across a broad spectrum of lighting conditions, demonstrate how anthropogenic light sources influence the night sky quality of Gulf Islands National Seashore, and present these findings to community leaders. Beckie and several student volunteers took us through the process of using the SQM (Sky Quality Meter) at the Fort Pickens Museum, in preparation for taking effective transects in the future. We covered set-up, operation, and data recording using the SQM. Using this training, students were able to take a comprehensible and accurate sky transect the following night on the beach outside of our house. During the introduction process to SQM monitors, we learned that light pollution is one of the main threats to turtles. By the end of the day, we all felt confident in our sky transect taking abilities and prepared for the upcoming several days.

Day three was spent at the beach but there was no sunbathing going on. Instead, we spent time learning how to clear the beach of beach vitex, an invasive species that was originally brought over from Southeast Asia to South

Carolina during 1950's. The process in which to remove beach vitex is quite a handful. It took our entire group of 25 students, an hour to clear just one home of beach vitex. It was humbling and slightly horrifying to realize how devastating one plant can be on an entire ecosystem, and how important it is to try and help preserve the native ecosystem.

Next, we were presented the opportunity to work with the Marine Ecology Research Society (MERS) to learn about marine habitats. They took us to a local beach where we were taught field collection techniques by university students. We also assisted in water quality assessment of our site.

After dark we completed a night sky transect. The data we collected will later be analyzed by the Turtle T.H.i.S. volunteers and the United States Geographic Service. They will use this information to create brightness maps and find ways to further focus our attempts to decrease our impacts on sea turtle hatchlings.

Editor's note – There is so much more to read about this fantastic trip and I encourage you to check out the website mentioned at the beginning of the article. The photos and videos are great too!

sites.google.com/a/wildlandsschool.net/gulf-island-2015
(715) 286-4400

Apply for a Grant



Meemic Foundation Grants

The Meemic Foundation is offering grants up to \$500 for field trips, books, classroom projects, equipment, educator professional development, etc. Applications are accepted all year but are reviewed quarterly. The online fill-in-the-blank form takes about 25 minutes to complete. The process is simple and convenient; you don't have to be a grant writer to navigate the application.

To enhance the grant process, the Meemic Foundation Club has been created. Joining the Club entails providing some basic profile information, which gets populated into all of your grant applications, thus saving time. The application can now be saved and club members are always the first to know about additional grant opportunities available year-round.

Deadline: Fourth-quarter grant round ends December 31, 2015

Website: MeemicFoundation.org

Can your school use a 3D printer?

K-12 and higher-education campuses have an opportunity to win a 3D printer and \$5,000 grant. Schools interested in participating must submit a 500-word essay outlining what a 3D printer would mean to their campuses.

Entry Deadline: November 30, 2015

Website: thejournal.com/pages/stratasy3d-printer-contest

Vernier/NSTA Technology Award

Awards of \$5,500 for innovative uses of data-collections technology using a computer, graphing calculator, or other handheld in the science classroom (for projects you're already doing). The awards include travel and expenses to the national NSTA conference, \$1,000 for the teacher and \$3,000 in Vernier products.

Deadline: Apply by November 30, 2015

Website: www.vernier.com/grants/nsta/

Cornell Douglas Foundation Grants

The Cornell Douglas Foundation provides grants to organizations that advocate for environmental health and justice, encourage stewardship of the environment, and further respect for sustainability of resources. The average grant amount is \$10,000. Applications accepted year-round.

Website: www.cornelldouglas.org/apply/

Kinder Morgan Foundation Grants

The Kinder Morgan Foundation supports nonprofit youth programs focused on education, the arts, and the environment. Grants range from \$1,000-\$5,000. Application deadlines are the 10th of every other month, beginning in January.

Website: www.kindermorgan.com/pages/community/default.aspx

Stephen J. Brady Stop Hunger Scholarships

Each student selected as a Stephen J. Brady Stop Hunger Scholarship recipient will receive a \$5,000 scholarship, as well as a \$5,000 grant made in his/her name to the hunger-related charity of his/her choice in his/her local community. Each national scholarship recipient will be recognized at the annual Sodexo Foundation Dinner in Washington, D.C. All transportation, meals, and lodging for the student and up to two immediate family members will be paid for by Sodexo.

Deadline: December 5, 2015

Website: www.unigo.com/scholarships/all/Stephen_J_Brady_STOP_Hunger_Scholarships/1000330#/register

Captain Planet Foundation Grants

The Captain Planet Foundation (CPF) funds innovative hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their homes, schools, and communities. The foundation's mission is to promote and support high-quality educational programs that enable children and youth to understand and appreciate our world through learning experiences that engage them in active, hands-on projects to improve the environment.

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

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

Website: captainplanetfoundation.org/apply-for-grants

Developing Young Learners

4K Programs are Preparing Students for Kindergarten And Beyond

By Shelby Anderson

In 1856, Margarethe Schurz started what would become the nation's first kindergarten. Located in Watertown, the small, one room school building has been restored and now serves as a museum. Today, that spirit lives on as the state continues to be a leader in educating its youngest students. During the 2014-15 school year, 95 percent of school districts had four-year-old kindergarten (4K), and more are expected to come on board.

Despite the growing 4K programs in Wisconsin, state-funded pre-K enrollment has dropped nationwide. As pre-K enrollment falls, gaps continue to widen between students from different socio-economic backgrounds.

"Wisconsin has a long understood the positive value of early childhood education," said State Superintendent Tony Evers. "Our state's founders enshrined education for four-year-olds in the Wisconsin Constitution, paving the way for communities to offer preschool services. Whether those services are provided through a community based approach, or a traditional model, a growing body of research supports our investments in 4K."

Continuing Wisconsin's commitment to 4K and other early education efforts is crucial to preparing students for school and lowering

the state's achievement gap. "Early intervention is where you close the achievement gap," says Culleen Witthuhn, director of early learning in the Racine Unified School District.

Social and Emotional

School administrators recognize that starting students off on the right foot in 4K sets them up for success when they begin 5-year-old kindergarten.

The Racine Unified School District has a comprehensive early education program. The district has 11 4K community partner sites, 14 elementary schools with 4K-fifthgrade students, and two early learning sites with only three- and four-year-olds. The district emphasizes the importance of working with and reaching out to parents and it uses data to track student progress and guide decision making.

One of the main focuses of Racine's early education program is on social and emotional development of its 4K students.

New research links children's social skills in kindergarten to their well-being in adulthood. A 20-year study conducted by researchers at Pennsylvania State and Duke Universities followed nearly 800 people from kindergarten to age 25. Researchers found that students who



had good social skills in kindergarten, such as sharing and helping other children, were more likely to go on to higher education and hold full-time jobs.

The good news is that these social skills, like academic skills, can be taught.

In Racine, 4K students are taught social and emotional skills using the Pyramid Model. Developed by the Technical Assistance Center on Social Emotional Intervention for Young Children, the Pyramid Model was developed specifically for infants and young children. It emphasizes setting a solid base by developing nurturing and responsive relationships and

high quality supportive environments for all students. Upon this foundation, a secondary support is set up for students who need a more systematic approach to learning social skills. And, at the top level, individualized behavior support plans are developed for the few students who need intervention.

"Everybody needs a nurturing, high-quality environment to learn in," Witthuhn said.

In action, the Pyramid Model can look different from classroom to classroom but its focus is on providing students with a nurturing

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Verona Area International School Celebrates Designation as a Confucius Classroom After Graduating its First Ever 5th Grade Class

School Teaches in Chinese for Half of Day, English Other Half of Day



Verona Area International School Celebrates FIRST EVER 5th Grade Graduation. A special graduation ceremony was held for this inaugural group of students who have literally assisted in growing the school's success, and preparing the school for the students following in their footsteps.

The Verona Area School District is excited to share that its newest charter school, the Verona Area International School (VAIS), received a designation as a Confucius Classroom by Hanban, Confucius Institute Headquarters

in Beijing, China. VAIS is the first and ONLY Chinese immersion school in Wisconsin and is also the first public school in Wisconsin to receive this designation. Hanban sponsors K-12 Confucius Classrooms to support the develop-

ment of K-12 Chinese language and culture education in the U.S. by providing funding, resources and guidance to participating schools. Key benefits to participating institutions include:

- An initial grant of \$10,000 to improve and expand the institution's Chinese language and culture program, with additional funding for two additional years.
- Teachers will have access to order Chinese books, curriculum and materials online direct from Hanban and can order maps of China and/or provinces of China for classroom use.
- We will have access to materials to support Chinese cultural activities such as calligraphy, music, and Chinese New Year celebrations.
- Our students will have access to the Summer Bridge program. This is a program in which students in our immersion program can travel to China during the summer. Hanban supports all costs while the students are in China. The student pays only for transportation. One teacher for each 10 students is also funded.

"The International School is extremely

pleased we received this designation," said Barbara Drake, director of the school. "We look forward to unveiling the resources to our students and only enhance the curriculum we are already providing. In addition, we could not be more excited to work alongside actual schools in China as our students delve in deeper on learning its culture."

VAIS opened its doors on September 2, 2010 with about 22 students and now has 94 students. VAIS is a K-5 public charter school housed in Stoner Prairie Elementary and Savanna Oaks Middle Schools. It shares services with both buildings, including guidance counseling, food service and other educational support services.

VAIS follows a 50/50 model where students spend half their educational time learning in English and the other half learning in Chinese. Children are not taught Chinese as a subject by itself; rather students acquire the language while being immersed in content area instruction in specific subjects such as mathematics, science and Chinese language arts.

The mission of the Verona Area International School (VAIS) is to prepare children

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"Education is simply the soul of a society as it passes from one generation to another."

— G. K. Chesterton

Developing Young Learners

Continued from Page 19

environment where teachers build relationships with students. In the Racine 4K program, this involves student check-ins each morning with teachers welcoming students. It also involves specialized group activities where students are asked to identify different emotions and talk about when certain emotions or responses are appropriate. The Racine 4K classrooms all have social/emotional centers for students to participate in activities related to building these skills. Activities and lessons also focus on helping students develop friendship skills.

"If a student doesn't have the ability to work collaboratively, sit next to others or

problem solve, they're not going to grow academically," says Witthuhn.

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Please note that this is part of a larger article that can be read in full in the September 2015 issue of Wisconsin School News (www.wasb.org/websites/wisconsin_school_news/index.php?p=260)

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Verona Area International School

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for the world by providing the knowledge, skills and experience needed to move naturally between different languages and cultures. VAIS engages students as global citizens, and learners who make the global community the focus of meaningful study. The curriculum blends the best educational practices of two cultures, the East and the West, in terms of language, culture, and teaching methods. During Western time, students learn in the English language with a child-centered Western approach. During Eastern instruction, students learn in Mandarin Chinese with methodologies adapted and

purposefully chosen from the best knowledge-centered instructional practices of the East. This blending allows children to move fluidly between different cultures, languages, customs and educational philosophies as part of their school experience.

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Contests and Awards

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 makes me . . . me." 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.

One talented student artist will see his or her artwork appear on the Google homepage. The winning student also receives a \$30,000 college scholarship and a \$50,000 technology grant for their school, along with other prizes.

Deadline: Entries are due December 7, 2015.

Website: www.google.com/doodle4google

encourage the teaching and study of geography in grades 4-8.

The top 100 students from the school-level bees (selected based on qualifying test scores) will compete in state-level bees. State winners will be invited to National Geographic headquarters to compete in the national finals.

Deadline: Early registration ends December 18, 2015.

Website: www.nationalgeographic.com/geobee/

The Prudential Spirit of Community Awards

If you've made a difference by volunteering in your community over the past year, you could win \$1,000 and a fabulous trip to Washington, D.C., by applying for a Prudential Spirit of Community Award! Even more importantly, you could win recognition that might inspire other young people to follow your example.

Website: spirit.prudential.com/view/page/soc/14782?p=14779

National Geographic Bee

The National Geographic Bee, a contest and educational outreach program of the National Geographic Society, is designed to

MPS educator named Wisconsin Elementary School Teacher of the Year



In a surprise ceremony at her school, Mai Xiong, a first-grade teacher at Milwaukee Public Schools' Academy of Accelerated Learning, was named Wisconsin's Elementary School Teacher of the Year for the 2015-16 school year. As part of the Teacher of the Year honor, Xiong will receive \$3,000 from the Herb Kohl Educational Foundation.

Xiong is described as "empathetic, compassionate, and caring" and as someone who

"works tirelessly to provide effective and varied instructional strategies that students with different learning styles and abilities can greatly benefit from." These learning experiences tailored to each child's needs are at the core of Xiong's educational philosophy. "My role is to mentor and develop my students to reach their greatest potential by setting high standards for every student and finding various ways for them to achieve the standards," she

said. "Education is a unique and individual experience for each child who enters my classroom."

As someone for whom English was a second language, she is passionate about improving education for children who are English language learners and being a constant learner herself. "I would like to be a more effective educator for my English language learners and further develop my knowledge as an International Baccalaureate Primary Years Programme educator," she said. Xiong believes the key to improving education for students learning English is additional training and education available for teachers with these students in their classroom. "We need workshops to adequately train us to effectively teach children whose first language is not English so they too may be provided a fair chance at receiving a rigorous education," she said.

Getting parents involved and integrating them as an important part of their child's education is also something Xiong sees as a key to student success. "I believe a student's No. 1 teacher is the parent and educational success is most achievable when there is evident teamwork between parents, teachers, and community," she said. Xiong offers opportunities year-round for parents to be involved, beginning with acquainting fami-

lies to her classroom before school starts. "I have an open door policy in my classroom where parents are encouraged to volunteer for field trips, read with small groups, and work on small projects," she said. She instituted other family-oriented events, allowing parents and kids to work together. Pastries for Parents, Muffins with Mom, Donuts with Dad, and a Thanksgiving feast are all events she created that have been noted as favorites among parents with students who have been in Xiong's classes.

Volunteering to take on additional responsibility within her school as well as involvement with her community are also very important to Xiong. She serves as the webmaster for her school's website and also volunteered to be the model classroom in the "Teacher Effectiveness for all Learners" project to help other teachers improve literacy instruction by observing her methods and practices. She also serves as an adviser at the Hmong American Peace Academy on the committee for Hmong as a foreign language.

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We have two exciting winter camps coming up soon!



Camp Angel is for kids ages 7-12 and is being held January 8-10, 2016 at Camp Manito-Wish YMCA 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 12-15, 2015 at Camp Luther in Three Lakes, Wisconsin. Campers will experience:

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



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- STEM Workshop: Teaching Economics through Math and Science
- Teaching Personal Financial Literacy and Economics Standards in High School Math Classes
- Economics for Opinion Leaders
- Stock Market Simulation Workshop
- Financial Fitness for Life Workshop
- Common Sense Economics for Life

Student programs:

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

Teacher Awards:

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

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

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