



A Peaceful Start to the School Day



School District of Sheboygan Falls

The more the merrier works fine for a party. Not so much for the beginning of an elementary school day.

Just ask Lynn Bub, principal of Sheboygan Falls Elementary School, which changed its start of the school day routine this year.

Previously, all 600 of the school's 5K through 4th grade students had gathered on the playground under teacher supervision after being dropped off by parents or buses, waiting for the start of the school day. This year, students have been allowed to enter the school building as they arrive and are expected to go directly to their classroom and get ready to begin under their teacher's supervision.

"All 600 students together in one place is not a recipe for a calm start to the day," Bub said.

In addition to easing safety concerns about having so many students in a space that wasn't designed to accommodate them, the new routine also helps students build responsibility and independence, according to Bub.

The change seems to be working. This year has seen a dramatic reduction in the number of students referred to the office for behavior issues.

"We've had an increase in student independence, compliments from families, and a more peaceful start to the day for staff," Bub said. "The families love it, and like with most change, it has taken some time for all us to get it right," she said.

"For students who need morning activity opportunities, we have continued the use of Morning Math and Take Time Thursdays, but also added supplemental activities like Literacy Enrichment and Makerspace opportunities. These items were going on while everyone else was outside. Now it's a more natural part of our day," added Bub.

Naomi Borgenhagen, parent and school board member, said the new routine has been transformative for her younger child. Unlike her sibling, who welcomed the time on the playground with friends last year, her other daughter found the situation chaotic and overwhelming.

"Every day she was panicking at being dropped off," said Borgenhagen, who found herself waiting with her in a quiet location until the school doors opened. They usually went in through a less crowded back entrance.

This year, her daughter has been much happier and goes right into school and straight to her classroom.

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Science on the Ice in Three Lakes

Al Votis, Three Lakes School District

I teach Global Science at Three Lakes High School, but it is not your traditional Global Science class. Instead, in this class we are really natural resources based. We have a rich outdoor tradition in northern Wisconsin, and we want to see that tradition continue. To that end, what we do is spend our class time doing research, hands-on work, and projects that introduce, reinforce, and expand our students' knowledge, experience, and respect for our natural resources.

The most recent unit we just completed is our ice fishing unit. We spend about a week with students doing research about the fish species we have here in northern Wisconsin. We have them look for the species that are present, the kind of habitat that they prefer, what they feed



on, when they are most active, how to identify each species, and where in a body of water could you expect to find each species at different times of the year and even the day. Students also research Wisconsin fishing regulations to learn about bag limits, and other specific regulations per species. The research also incorporates different ice fishing techniques for various species, and equipment that is needed and optional. The final research aspect looks at wise use of resources, such as keeping fish vs catch and release, when both are appropriate, and for catch that is kept, we look at cleaning and cooking the catch as well.

On the last class day of the unit, we give the students a fish identification quiz, where

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From the Blog

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Teachers Share Their Most Important Books

Last year, when we offered a grant for teachers to spend on Scholastic books, the main question on the application was: “What books impacted you the most – as a child and as an educator?” We got some great responses. And in honor of National Reading Month in March, we’re sharing some of our favorites.

“I fell in love with the ‘Little House’ series as a child. I also loved Beverly Cleary books. I use these books in my classroom. We even make butter like they did in ‘the olden days’ to celebrate the end of ‘Little House in the Big Woods.’ We then use the butter on a pancake breakfast.”

10 Tips to Prevent Laptop and Mobile Device Theft

In today’s school environment, the theft or loss of even a single laptop computer cell phone or tablet can be devastating – unless you take some common sense measures to mitigate the damage ahead of time.

Trauma-Informed Care in PK–12

We know that trauma impacts children’s ability to learn, develop relationships, and act appropriately in class. Teachers and school staff then, play a critical role in helping children deal with mental health and trauma since they see children every day during the school year and are on the front line.

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A Zoological Society of Milwaukee and Milwaukee County Zoo Partnership



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A Peaceful Start to the School Day Continued from Page 1

From a parent perspective, Borgenhagen said. "It's been like a night and day experience for her."

As a Sheboygan Falls School Board member, she welcomes the move to make student safety a priority.

"I think in general it's much safer now," she added. "We've made a good step in the right direction."

Like any change, the switch has created challenges, especially for teachers. Last year, students entered the building at 7:55 am. with class starting at 8:00. Now students can enter the building starting at 7:30 am. while teachers get ready for their day.

"It sets a pretty good start to the day," said first grade teacher Evan Perkovich.

As a former day care teacher, he is accustomed to students arriving early and he says there are clear advantages to the switch. In his classroom, students come in, check in with him, eat their breakfast then are free to do quiet activities like reading or playing a game. Everyone is in their seat ready to go at 8:00. The new routine also gives the class more time to spend together and build community.

Third grade teacher Michelle Dawson had some concerns when she first heard about the change in routine. She was worried about how she would structure having students in the classroom before class begins. Now, she has students finish breakfast and take care of preliminaries like sharpening pencils before engaging in quiet fun activities.

The extra time allows students who need to practice skills some time to do so while others who have mastered their lessons can do some enrichment activities.

"I feel it's gone better than I thought it would go," she said. "We have a system down now."

Like Perkovich, she appreciates the chance to get preliminaries out of the way so she can start class right at 8:00.

"This way, I feel like it jump starts the day," she added.

sheboyganfalls.k12.wi.us
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Science on the Ice in Three Lakes Continued from Page 1



they have to identify 15 different species from pictures of the fish, and then bring ice fishing equipment in to demonstrate proper use to familiarize the students with both the equipment and techniques used before they actually fish.

The students' favorite part then is the fishing trip! The DNR will provide "a learn to fish" waiver for students who do not have a fishing license to fish for free for the day. We spend a day out on a local lake fishing so the

students can put the skills and knowledge they learned in class to use.

Students drill holes, set up tip-ups and jig for fish. We release some, and we keep some fish that are caught to reinforce the ideas of wise use of resources. For the fish kept, we demonstrated actual cleaning techniques and then students get to try their hand at cleaning as well. We add the fish caught early in the day to the shore lunch that we prepare for the students, with their help as well!

We wrap up this unit with a follow up assignment for the students to reflect on what they learned, what they found interesting, what they would like to see changed in the unit, and how likely they are to go ice fishing again.

Even in our northern small town where it seems everyone spends a lot of time outdoors, we usually have a number of students who don't or haven't ice fished before, and there are always a number who say they will definitely go again! Learning lifelong activities and especially a love and respect for our environment is a goal that we meet in this unit!

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Educators' Guide: Student Loans

For many educators, student loans are a major part of the financial picture after graduation. Member Benefits' *Educators' Guide: Student Loans* uncovers things an educator needs to know about student loans, student debt, the federal student loan forgiveness program, and more. This eBook addresses frequently asked questions about student loans including:

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“Gratitude is not only the greatest of virtues, but the parent of all others.”

— Cicero

Student Entrepreneurs Step Outside Their Comfort Zone to Earn Start Up Funds

Michelle Rothmeyer, contributing writer for D.C. Everest Schools

This January, fifteen eighth graders pushed aside their doubts and quelled their nerves to pitch their business ideas in hopes of being awarded startup funds from a roundtable of area business leaders gathered for the “Shark Tank” at the D.C. Everest Junior High. “These students stepped outside of their comfort zone,” noted business education teacher Jim Dahlgren. “It can be unnerving to stand before a panel of business leaders and

pitch your own idea.” The students originally presented their business ideas to their Today’s Business classmates. Those who participated in the Shark Tank did so voluntarily, but Mr. Dahlgren noted that, “some of them didn’t think their business idea was worthy, but their classmates did. With a bit of support and encouragement their classmates were able to convince them to compete in the Shark Tank.”

Throughout the four-hour event, a number of things become clear: these students may have been nervous, but they were savvy. Each of them developed a product based on “gaps” they’d identified for their age group. They had a surprising grasp on the importance of differentiating their product and company, a deep understanding of the variables that go into product pricing and were clever in their use of packaging and digital and social media marketing. And they

each had definitive lists indicating how their requested funds would be used to advance their idea.

The “Shark Tank” business panel represented a wide swath of the local business community. The panel’s comments were insightful and encouraging, while their questions challenged students to think about how they could take things to the “next level” be it FDA considerations, labeling, packaging, marketing or pricing.

One of the hottest business trends at the event was affordable personal care products made from organic, natural ingredients. M and L Beauty Care was founded by Tyanna Lo and Janessa Moua when they were just eight years old. They began making lotions, bath and lip balms because they didn’t like how store-bought products make their skin feel and “we never knew what to get our family for the holidays, so we started making lip balms as gifts.” After researching options online, they started making fizzy citrus bath balms that colored the water without staining skin.

Emily Novotny established Treat Your Self to provide an affordable spa experience at home. “Teens get stressed and need time to relax and treat themselves with natural and organic products,” she noted. While customers can customize products and choose their own scent and color, Emily recommended rosemary and mint for muscle relaxation.

Riley Zuleger and Hanna Rickert pitched Bling Balm — a lip palm with a chain and charm at the bottom of the tube. “We want girls to bring their bling out. It’s all about giving them confidence so they know that it’s what’s inside that counts. All of us are different and beautiful.”

Vanessa Wolfe’s proposal focused on a popular trend — customized scented slime. She’s been making the slime in her basement and selling about 30 containers per month. With funds from the Shark Tank, she hopes to expand her inventory and begin selling the slime at the student-led DECA Depot shop.

One of the Shark Tank panel members, Randy Fifrick, had critical advice for Parker Czerwinski who was seeking investment funds for his custom fishing lure business. A competitive fisherman, Randy recommended Parker pass out samples of his lures to competitive fishermen, seek their input and then sell the custom product at sports shows and farmers markets. “They will come and find you,” he noted. “Bring your expertise to the table and show them what you have,” he suggested.



Tyanna Lo and Janessa Moua began making personal care products when they were eight as gifts for family members.



Austin Nikolai began selling pumpkins and gourds with his dad and hoped that Shark Tank funds would help him expand his business so he could offer sought-after white and blue pumpkins.

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Northland Pines School District Solar Project



Northland Pines School District

The Northland Pines School District has installed a total of up to 331 kilowatt (kW) solar photovoltaic (PV) systems and upgrading the energy management systems at the Eagle River Elementary, the Northland Pines Middle and High School. The solar PV energy systems were installed on the Field House roof of the Middle and High School and on the ground behind the Eagle River Elementary School.

The solar PV energy systems' 1090 solar modules will generate approximately 430,561 kWh per year or about 22% of the buildings' use. The solar PV energy systems will serve as an educational platform for students, teachers, and the community to learn about renewable energy, particularly solar energy. The energy management system improvements complement the solar energy and will significantly reduce the district's electricity costs by reduc-



ing utility peak demand charges.

The projects are supported by grants from the Wisconsin's Focus on Energy Program. The Northland Pines School District will co-own the system, along with green minded investors who will use their own funds and a loan from a Wisconsin bank. The primary benefit for the investors is the 30% federal investment tax credit which is available for qualified renewable energy equipment. The Northland Pines School District is a member

of the managerial board that helps operate the project until the school district assumes complete ownership. The first option to assume complete ownership is in twelve years, for approximately \$125,000; the positive cash flow at that time is estimated to be approximately \$55,000 per year. The district may also request a 5 year extension and there would then be another buyout option at year 17, for a lesser amount.

The solar energy systems are anticipated

to reduce carbon dioxide emissions by almost 620,0002 pounds per year, which is the equivalent of what is absorbed by 264 acres of US forest in one year³. Their electricity output would meet the power requirements of 38 average U.S. homes.

We have a live kiosk link to the solar panels that monitors the energy produced. The kiosk provides four categories to compare kilowatt hours produced with houses powered, trees grown, CO2 offset, and renewable energy produced. The district has also set up public live kiosks in the middle and high school for students and community members to monitor the live energy production.

For more information, please contact:

Dr. Michael Richie, Northland Pines District Administrator, at mrichie@npsd.k12.wi.us or by phone at 715-479-6487, Opt. 1, Ext. 1

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Northland Lutheran High School is Solar-Wise!



Northland Lutheran High School

Northland Lutheran High School has been a Solar Wise school for 2 years now. We started last year when we began our first STEM Course. We found that the curriculum they offered gave us lots of useful, pertinent, and relevant lessons for our students which were hands on and made use of 21st century skills which was the basis of our STEM curriculum. It was a good fit for our needs. We attended the Solar Olympics event in Green Bay and won a bronze medal for Solar Home Design as rookies in the sport. This event also is very much based in hands on learning and we found students invested and interested in the projects. This year's class is excited to be going as well.

Part of being a Solar Wise school is that you are then eligible for a Solar Panel project. We were selected last year as their 2017 recipient. The really cool part of this is that we are the first (and only) school so far that has a tracking panel. This is a pole mounted device that tracks the sun's motion each day. This makes it very efficient compared to

stationary units. The relative simplicity in which the unit tracks the brightness of the sun is amazing. It has a solar eye that has 5 sensors in it which include one on the top, one on the bottom, one on the left, one on the right and one located in the center. The left/right eyes will control the daily east west motion while the top/bottom eyes control the seasonal North South motion. They operate on a simple voltage differential. If one eye is sensing more light (more voltage) than the opposing sensor it will send a signal to the motor to move the panel until the voltages are equal meaning they are both seeing equal sunlight. By doing this it will move the panel all day long to follow the movement of the sun. The North South changes more seasonally that momentarily and results in less daily motion. The center eye simply measures how bright it is outside. Once it reaches a certain voltage the panel will know it is dark and return to the home position and wait patiently for the sun to rise in the east when the process starts all over.

We produce enough energy from the sun each day (on average) to power 3-4 classrooms. But the educational impact is much more valuable. When we do the Solar Wise curriculum it is a real life/real time data situation and students get to see and calculate the value that the panel is giving



our school. It is a great experience. We also train students in programming with the use of Arduino units. They must produce a major project that shows their understanding of what they learned. The panel is a real life example of the kind of jobs that are available to students and uses of the programming we teach them.

We are very excited about the direction that teaching Science is taking in our state and in our school. There is an ener-

gized body of students that look forward to Science class like never before. This in part due to our partnership with WPS and Solar Wise.

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Lakeland Union High School Installs 1,056 Solar Panels on Field House Roof



Up a ladder, and another, and yet another, sits Dave Arnold's new favorite project.

"I didn't know what to think because we've never done anything that big," the Lakeland Union High School Buildings and Grounds Supervisor said.

Big could be an understatement. One thousand fifty-six solar panels sit on the Lakeland Union High School's field house roof. Even in the frigid cold, Arnold enjoys the climb.

"I'm learning every day with what's

going on," Arnold said.

Crews from a Madison-based solar power provider installed the panels in about two weeks. On a perfect sunny day, the panels can pump out about 280 kWh of juice.

"We're saying maybe it could power 30 households," Arnold said.

When it's broken down, the process is fairly simple. The energy comes off the panels on the roof, down through metal conduit lines,

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Energy Efficiency Projects at Kenosha Unified School District



Kenosha Unified School District

Kenosha Unified has performed energy efficiency projects for decades. Projects range from lighting retrofits to boiler replacements. In 2013, the district began a new initiative to perform building wide energy efficiency projects that upgrade major systems and components throughout an entire school simultaneously.

The first round of schools to receive updates in this fashion included nine older elementary schools – Bose, Forest Park,

Grant, Grewenow, Harvey, Jefferson, Jeffery, Roosevelt and Vernon. These schools were the least energy-efficient buildings in the district, primarily because of the design of the original buildings and systems within them.

The scope of work included new heating and ventilation systems and encompassed digital control systems, all new lighting, in many cases new roofs and/or windows, and a variety of smaller scope items that had an impact on the energy usage of the buildings. The construction activities at the nine

schools were executed in 2014 and 2015. The projects were very successful and resulted in a 35.3 percent reduction in utility bills for the schools.

Due to the success of the first phase of projects, Kenosha Unified developed a plan for a second phase, which includes Bullen and Lance middle schools and Tremper and Bradford high schools. The Bullen and Lance design updates were approved in 2016, and construction began in spring of 2017. The work at the two middle schools will take place over two summers with completion slated for fall 2018.

Design of the Tremper project is in its final stages, and construction will begin this spring. Construction activities at Tremper will be spread over three summers with completion slated for fall 2020. Design for the Bradford project will take place early this year with construction starting in the summer of 2019 and wrapping up in fall 2021.

The scope of work for the second phase of projects is larger than the first due to the size of the buildings, the complexity of the systems at the larger schools and the greater opportunity for energy savings. The phase includes new main entrances at all four schools as well as an expansion of water savings improvements.

These projects are funded through long-term borrowing and paid back through the savings generated by the projects. The timing of the loans was planned around debt retirement from previous projects so the loans for the energy savings projects would not result in a tax increase. One of the requirements of the program is to measure energy savings annually for the life of the loan and to use the measured utility savings to help expedite the retirement of the debt.

In addition to the energy savings, the benefits of these projects are multi-faceted. The district is replacing 50- and 60-year-old equipment with new equipment, which reduces maintenance costs and extends the life of the buildings. Kenosha Unified also will improve the comfort of the schools with better temperature control and increased ventilation, including the addition of air conditioning at Bullen, Lance and Tremper. Lastly, the overall look and feel of the buildings for students, staff and neighborhoods will be improved.

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Lakeland Union High School Solar Panels Continued from Page 7

into inverter boxes that turn the energy into AC power. That current goes into the school's power supply and can ultimately offset about 20 percent of the school's use.

Those are numbers district administrator Jim Bouche likes to hear.

"We're revamping the whole process," Bouche said of his school's energy usage.

Bouche says the Lakeland Union District used about \$630,000 from funds opened up through Wisconsin Act 32. That allows schools to spend more money on energy-efficient upgrades. Using about \$14 million, the school re-did its roof and plans to overhaul its heating and cooling systems too.

"We're very much aware of the benefits of solar power, solar energy," Bouche said. "Taking a look at being able to teach our students about all forms of energy. This gave us that opportunity."

These panels add to the ten panels WPS installed as part of its SolarWise program in 2012. The school's swimming pool is also heated through solar power. Bouche expects the new panels to save about \$1.2 million dollars over their 30-year lifespan.

But beyond cost savings, he expects teachers to incorporate the panels into science, technology and engineering classes.

"When students are excited about that, that gets me excited about the fact that this is the step in the right direction," Bouche said.

It's a step Dave Arnold is proud to help his school take.

"I'm really tickled with it, I think it's a great project," Arnold said. "I think there should be more of it throughout the whole country."

Unlike energy from fossil fuels such as oil, coal and gas, the generation of electricity by so-called PV panels does not release planet-harming carbon dioxide.

Bouche says the panels can withstand winds of up to 140 miles per hour. The district can install more solar panels in the future, as the field house roof comprises a little more than 10 percent of the square footage of all the roof surfaces.

LUHS is proud to be "Energy-wise."

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GREEN CONTESTS & AWARDS



Young Reporters for the Environment Contest

Youth between the ages of 11 and 19 are invited to participate in the national Young Reporters for the Environment competition. Participants investigate an environmental issue and report on it using journalistic techniques in either writing, photography, or video. Entries must be relevant to participants' local community, connect to a global perspective, include possible solutions, and be disseminated to an appropriate target audience.

Deadline: Submissions due March 15, 2018.

Website: www.nwf.org/Eco-Schools-USA/About/Take-Action/Young-Reporters-for-the-Environment-USA/Join-the-Competition

Junior Duck Stamp Art Contest

The Junior Duck Stamp Conservation and Design Program is an integrated art and science curriculum developed to teach young people environmental science, habitat conservation and a greater awareness of our nation's natural resources.

Deadline: Entries for most states due March 15, 2018.

Website: www.fws.gov/birds/education/junior-duck-stamp-conservation-program/junior-duck-stamp-contest-information.php

Wildlife Forever State Fish Art Contest

Young artists are invited to create an illustration of their state fish and a written composition on its behavior, habitat, and efforts to conserve it. Entries will be judged in four grade categories: K-3, 4-6, 7-9, and 10-12. (Essay not required for K-3 students.)

Deadline: Entries due March 31, 2018.

Website: www.wildlifeforever.org/home/state-fish-art

Ag in the Classroom Essay Contest for 4-5th grade students

All rules, promotional materials, county Farm Bureau contacts, lessons and activities, and other resources related to the essay contest and book program can be found at our website

Deadline: Entry deadline - Postmarked by April 2, 2018

Website: www.wisagclassroom.org

InvenTeams

InvenTeam students rely on inquiry hands-on problem solving as they integrate lessons from science, technology, engineering, and mathematics (STEM) to develop invention prototypes. InvenTeams are composed of high school students, teachers, and industry mentors. Working collaboratively, InvenTeams identify a problem to be solved, conduct research on the problem, and develop a prototype invention.

Grants up to \$10,000 are awarded annually, with approximately 15 grants available. Excite Awards recipients receive travel, food, and lodging for one educator to attend EurekaFest.

Deadline: Initial applications are due April 9, 2018. If selected to continue to the next step, final applications are due September 4, 2018.

Website: lemelson.mit.edu/inventeams

Stockholm Junior Water Prize

The Stockholm Junior Water Prize is the world's most prestigious youth award for water-science projects. The prize taps into the unlimited potential of today's high school students as they seek to address current and future water challenges.

Deadline: Entries due April 15, 2018.

Website: wef.org/resources/for-the-public/SJWP

Carton 2 Garden Contest

Evergreen Packaging and KidsGardening.org are on the lookout for your creative and sustainable uses for recycled milk and juice cartons in the garden. Public and private PK-12 schools are encouraged to collect, design, and construct garden-related structures made from empty cartons and document their experience.

Deadline: Entries due April 16, 2018.

Website: kidsgardening.org/spring-2018-carton-2-garden-contest

Discovery Education 3M Young Scientist Challenge

Students in grades 5-8 are challenged to make a short video describing a new, innovative solution that could solve an everyday problem that directly impacts them, their families, their communities, and/or the global population.

Deadline: Entries due April 19, 2018.

Website: www.youngscientistlab.com/challenge

2019 State Park Sticker Design Contest

Wisconsin state park and forest annual vehicle admission stickers are designed by high school students chosen in a statewide

contest. The design contest, sponsored by the Wisconsin Department of Natural Resources, is open to all high school age students attending public, private or parochial schools in Wisconsin.

Deadline: Entries for the 2019 sticker design contest are accepted now through Friday, April 20, 2018.

Website: eeinwisconsin.org/resource/about.aspx?s=132755.0.0.2209

Green Difference Awards

The Green Difference Awards honor and empower environmental excellence, innovation, and stewardship in schools, organizations, and communities across the nation. Recognition is given to schools, administrators, students, clubs, organizations, and outstanding environmental leaders of all ages.

Deadline: Apply by March 22, 2018.

Website: projectgreenschools.org/leadership-and-recognition-opportunities

Presidential Innovation Award for Environmental Educators

The Presidential Innovation Award for Environmental Educators recognizes outstanding K-12 teachers who employ innovative approaches to environmental education and use the environment as a context for learning. Up to two teachers from each of EPA's 10 regions, from different states, will be chosen.

Deadline: Apply by March 30, 2018.

Website: www.epa.gov/education/presidential-innovation-award-environmental-educators

President's Environmental Youth Awards

The President's Environmental Youth Awards recognize outstanding environmental projects by K-12 students. Since 1971, the president has joined with the U.S. Environmental Protection Agency (EPA) to recognize young people for protecting our nation's air, water, land, and ecology.

Deadline: Apply by March 30, 2018.

Website: www.epa.gov/education/presidents-environmental-youth-award

Presidential Awards for Excellence in Math & Science Teaching

This year's annual Presidential Awards for Excellence in Mathematics and Science Teaching will honor outstanding teachers of grades K-6 in science, technology, engineering, and math (STEM — including computer science). The award recognizes those teachers who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the

improvement of STEM (including computer science) education.

Deadline: Nominations due April 1, 2018.

Website: www.paemst.org

International Student Carbon Footprint Challenge

The challenge provides a forum for students from all over the world to evaluate, compare, and discuss their carbon footprint with their peers. Students will quantify their greenhouse gas emissions, compare differences between locales, and discuss sources of the emissions.

Deadline: Register by April 9, 2018.

Website: web.stanford.edu/group/inquiry2insight/cgi-bin/i2sea-r3a/i2s.php?page=iscfc#

Gloria Barron Prize for Young Heroes

Each year, the Gloria Barron Prize recognizes young people ages 8 to 18 who have made a significant positive difference to people and our environment. The 25 winners each receive a \$10,000 cash award to support their service work or higher education.

Deadline: Nominations due by 5 p.m. MST April 15, 2018.

Website: barronprize.org/apply

Youth Awards Program for Energy Achievement

This program from the National Energy Education Development (NEED) Project combines an academic competition with recognition to acknowledge everyone involved in NEED during the year and to recognize those who achieve excellence in energy education in their K-12 schools and communities.

Deadline: Submissions due April 15, 2018.

Website: www.need.org/Files/Youth%20Awards/YouthAwardsPage/YouthAwards.html

Tropical Biology Essay Contest for High School Teachers

High school biology teachers are invited to enter this essay contest for the chance to attend "Inquiry in Rain Forests: Graduate-level Professional Development Field Course for Teachers," July 7-20, 2018 in Costa Rica. To enter, write a 300-500 word essay describing your school, your students, and how you think this professional development experience at the Organization for Tropical Studies in Costa Rica will change the way you teach, the role you play as a teacher, and your relationships with you peers at your school.

Enter by April 20, 2018.

Website: www.pearsonschool.com/index.cfm?locator=PS2sFc

CWASD Tackling Mental Health with In-House Therapist



Chetek-Weyerhaeuser Area School District

Concerns surrounding youth mental health has become an increasingly important topic of conversation, not just locally or regionally, but nationally. It has never been more important than now to address these issues. Chetek-Weyerhaeuser Area School District officials recognized just that and took a progressive, proactive approach to these needs in CW students, hiring a dedicated mental health therapist in school.

Statistically, 1 in 5 people in the United States experience a mental health condition, but only about 40 percent actually receive treatment. While not everyone who has a mental illness needs therapy, students in this category are 50-percent more likely to drop out of school. For many families, it isn't financially or logistically feasible to receive mental health services—especially when it involves taking time off of work, or the lack of insurance coverage makes it nearly impossible to pay for such services.

With these concerns in mind, CWASD hired Courtney Hinnenkamp as the in-house

mental health therapist. Hinnenkamp started by working with the students who exhibited the highest need, but has since branched out to include others who are in need of some counseling services. Currently she sees about 39 students, 23 of which are in the HS/MS building, the others at Roselawn Elementary. She sees a range of student needs, from trauma-induced needs or anxiety and depression to self-esteem and image related-issues or abuse.

Hinnenkamp works with the school counselors to receive recommendations for students who may benefit from therapy. Once she receives those recommendations, she contacts the student and their families to obtain consent and evaluates the student's needs. After an evaluation, she sets treatment goals which are reviewed every 90 days. Families are not charged for these services, as Hinnenkamp is an employee of the district. In fact, Hinnenkamp notes that many students she sees don't have insurance but are in need of mental health services.

Because Hinnenkamp is in-house, she is able to take more of a holistic approach to treating each student's mental health needs. Often times, outpatient services might provide a therapist for 45-50 minutes a week, but very little communication is made after those sessions are complete. Here, Hinnenkamp is able to reach out to the school counselors, teachers, principals and families—increasing the chance for successful treatment year-round.

"We are able to reach out to every environment which the student is in," notes Hinnenkamp. "Seeing and working with those environments increases the possibility for change. I can communicate with teachers and families about these issues [with appropriate approvals] and I can even educate and

work with staff to help them with ideas that they can incorporate in class."

Hinnenkamp also explains that she feels strongly about getting parents and families actively involved in the process.

"No one can [do this] on their own," Hinnenkamp explains. "We all need support in our lives, and the family piece is a huge part of that. We encourage parents to be involved because if you have everyone on the same page, you are more effective."

Now that Hinnenkamp has gotten acclimated to the district and is working with individual students, she hopes to continue by educating students, staff, and community members about mental health. For many there is a stigma surrounding needing mental health services. Many feel "it's not normal," to be feeling the way they do, as Hinnenkamp explains. By educating one another on these topics, however, those feelings can be minimized and accepted.

"By normalizing these feelings, it helps them," Hinnenkamp adds. "They can understand that they aren't the only ones feeling that way, and that is crucial."

For Hinnenkamp, one of the most important things someone can do to help an individual suffering with a mental health issue is to simply be empathetic. She notes that changing behaviors takes time, as does changing people's perception of mental illness. Part of that involves being careful what you say to others, especially in a small town. The other part, is just to remember that everyone has challenges in life, but those challenges also look different for everyone.

"Even with [those exhibiting] negative behavior, you have to remember that this person has struggled to get to that point in their life," says Hinnenkamp. "It's looking at things through a different lens and gaining



a new perspective. You can always ask 'How can I help?' and if you can't offer that, see what else they might need that you can offer. Sometimes it's just listening."

For those wanting to help others suffering with a mental illness, Hinnenkamp adds that instead of asking "What's wrong with you?" try to ask or consider what it was that happened in someone's life to make them behave the way they are behaving. Instead, perhaps ask "What has happened to you that has gotten you to this point?"

"Our experiences shape the way we act and feel, and sometimes how someone is presenting themselves or acting isn't really what is inside them," she reminds people. "I invite people to change their way of thinking. The more empathy you have for people's situations, the more you can be open to change what is happening."

www.cwasd.k12.wi.us
(715) 924-2226



Wisconsin School Health Award



The State Superintendent supports the Wisconsin School Health Award as a way to recognize and celebrate schools with policies, programs, and the infrastructure to support and promote healthy school programming; parental and community involvement; and staff wellness. The goal of this award is to motivate and empower Wisconsin schools as they create and maintain healthy school environments.

Healthy schools create an environment where students can become fit, healthy, and

ready to learn! These schools help students achieve their full academic potential as well as supporting them in developing lifelong healthy behaviors. A healthy school provides clear and consistent health messages, accurate health information, and ample opportunity to use it. They recognize that what happens in the classroom, gymnasium, cafeteria, at school events, at home, and in the community are interrelated and can reinforce healthy behaviors. Across Wisconsin families, teachers, school administrators, students, and community members are joining forces to promote healthy schools to improve health and academic outcomes.

Is your school interested in applying? Here are some questions to ask about your school. Does your school:

- Promote healthy nutritional choices?
- Get students active?

- Have policies in place to address and promote staff and student wellness?
- Have a committee to address wellness efforts in your school?
- Actively involve parents?

If you answered YES to these questions your school may be in line for one of the Wisconsin School Health Awards.

The Wisconsin School Health Award requires a school to complete only the Alliance for a Healthier Generation Assessment. The Alliance for a Healthier Generation's Healthy Schools Program helps to create and sustain healthy environments where students, especially for those in greatest need, can learn more and flourish. The Healthy Schools Program Framework of Best Practices identifies specific criteria that define a healthy school environment. Through an

assessment tool and a customized action plan, the Framework helps schools work towards the Alliance's National Healthy Schools Award.

The Healthy Schools Program Framework of Best Practices

The Healthy Schools Program website hosts a version of the school health index that includes only the nutrition and physical activity health topics, plus some cross-cutting school health questions.

Website: www.healthiergeneration.org/take_action/schools

dpi.wi.gov/sspw/coordinated-school-health/wisconsin-school-health-award

Why Become a Nurse Educator?



It has been said for years now, that Wisconsin is bracing itself for a massive nursing shortage. This is anticipated over the next two decades. Various efforts have been made to prevent this from happening. One of the most significant efforts was to create more nurse educators, so schools can enroll more nursing students. Colleges have had to turn away hundreds, sometimes over thousands of students every academic year due to a shortage of staff and resources.

Nursing education is a high-growth, in-

demand field. According to the U.S. Bureau of Labor Statistics, employment for post-secondary nursing instructors is projected to increase 35.4 percent by 2022. Much of the growth is due to a national shortage of nursing educators that are being compounded by changing educational requirements and a retiring workforce. Faculty staff has an average age of 58. In fact, the Bureau of Labor Statistics projects approximately 15 percent of nursing educators will retire by 2022.

According to Nurse Journal, “the largest problem in Wisconsin is the lack of qualified Nurse Educators. There is plenty of interest in the field of nursing but simply not enough staff to deal with this interest. Hence, most of the efforts in the state are geared towards increasing the number of educators. The state is also trying to make the profession more interesting than clinical work at a master’s degree level, something that traditionally earns a better salary.”

Within universities, community colleges and healthcare organizations, nursing educa-

tors can fill a variety of roles, such as:

- Nursing instructor
- Lecturer
- Assistant professor
- Adjunct faculty
- Clinical nurse educator
- Director of nurse education
- Director of staff development/education
- Director of professional development

At Bellin College, we expanded our Nurse Educator track in the Master of Science in Nursing program to offer a new flexible, online format beginning fall 2018.

Program Highlights

- Program is delivered 100% online with full-time and part-time options
- New! Post-graduate certificate option
- Strong instructional design and technology preparation
- Preparation for successful integration to the NE role in academic and practice settings



- Hands-on faculty with dedication to student interaction and engagement
- Graduates are eligible to take the Certified Nurse Educator™ Exam upon completion

If you are a registered nurse and passionate about your career, teach what you love and become a nurse educator! Share your knowledge and expertise in the nursing field with aspiring students looking to begin a nursing career.

Now accepting applications for fall 2018!

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- Program Options:**
- Bachelor of Science in Nursing
 - Bachelor of Science in Radiologic Sciences
 - Bachelor of Science in Diagnostic Medical Imaging

Why Bellin College?

- Earn a **bachelor's degree**—making yourself more marketable when seeking employment and advancement.
- **Direct entrance** into programs of study. Once you are accepted to Bellin College, you are accepted directly into your program—no waiting to see if you get in!
- With more than 85 clinical partners, you'll get **extensive hands-on experience** across various specialties.
- **Small class sizes** and an intimate campus setting. The student-to-faculty ratio is 11:1.
- Expanded Health Resource Center with **advanced simulation labs**.
- **Exceptional results.** Bellin College consistently reports passing rates of graduates above the national average.
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**Where will your future take you?
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Bellin College is an equal opportunity educator and employer.

What are Bellin College students saying?

“Bellin College was the first and last school I toured. I knew nothing else could compare to the educational experience they were offering. Having come from a huge university system where you are just a number to the intimacy offered by Bellin College, I knew my success was all but guaranteed. Small class sizes and the small student-to-faculty ratio was such a welcomed change. From day one, I felt that every professor, every simulation lab, every clinical rotation, had my success in mind first and foremost. This is a learning environment designed to produce competent, confident and qualified healthcare professionals.”



- Courtney Harvey, BSN Class of 2017, 15-Month Program

Bellin College



Teacher

Breanna W.
Luck High School

The big question — “What is your dream job?” If you asked me this question when I was in Kindergarten, I would have given an answer like Nurse, Veterinarian, Pilot or even an Astronaut. Each year I would be asked this question, and my answer constantly changed. Back then it didn’t matter what I answered because I had so much time to think about it, yet the time flew by, and that question became crucial.

The time has come to have a final answer, and I’m still working out the kinks. Do I want to be a teacher, a flight attendant, or even a photographer? There are so many choices but, deep inside I know what the correct answer is, it just has to rise to the surface for me to reach out and grab. As senior year is already coming to a close, my childhood memories randomly start appearing. It feels as if the correct answer is



creeping its way to the surface.

In Wisconsin, the winter months were too brutal to play outside, but that didn’t stop me from having playtime. I hibernated in the house impersonating a teacher. I would bribe my younger siblings with candy, to be my students and I would read short stories and teach them simple math. I would have them lined up behind me as we marched around the house as if we were on a field trip

or taking them to library skills or art class. Of course, I was prepared to impersonate the librarian and art teacher too.

In middle school, I would volunteer to help classmates who were struggling with their homework. I remember a friend struggling to name the states and capitals, so I went above and beyond and sketched a rough drawing of the United States with the states and capitals in the correct location. A

week later that person came to me with an A- on their test.

Since I was thirteen, I have been baby-sitting for families in the area in which I live in. Ages have ranged from a few months old twelve. It seems easy to take care of little ones, but in this case, it wasn’t. All of these kids have been through the ringer due to family issues or health complications. I’ve done everything from holding a baby like I would with a football, so he/she wouldn’t choke, to being less than a babysitter and more as a friend.

I’ve done all of these amazing things throughout the years. The correct answer is clearer than ever. I love watching little ones grow into strong kids. I love helping kids get through rough patches in their lives. I love how I can make them laugh as the pain becomes tolerable. My answer to the big question is to become an elementary teacher.

We depend on the new generation. Hardworking teachers who are passionate in what they do, and can discipline when it is necessary, is what I want to be. They are making a difference, and what not a better way of doing so than being a teacher.



Electrical Engineer

Chance H.
Northland Pines High School

Tradesmen, engineers, carpenters, plumbers, and construction workers. These are all occupations that are going to be in high demand in the coming years, and I plan to take full advantage of that. Most people going to college are studying to become a doctor, or a veterinarian, or another job that requires years of schooling. To me these careers are a noble thing to pursue, as we do need doctors in our society, but we also need the jobs that people don’t want to do, and employers are willing to pay high price for these positions. Underwater welders are paid around \$150 dollars an hour, but there is high risk involved, again a job nobody wants to do, but pays well. My dream career that I plan to make a living off of, is electrical engineering.

Electrical engineers are needed to perform the designing phase of buildings, where the electricity will come from, how it’s distributed around the building, and if the most efficient way to do so. They are



needed to invent new ways to make the building use the least amount of power, that could be using a different type of metal that doesn’t resist the flow of electricity as much as, say copper. It could be using a more efficient generator that’s stationed in the building, and work with that instead of connecting a building using powerline. It could be designing a better type of insulation for thinner wires or even thicker wires. They could do any of these jobs, and more, but they would have to follow the budget that their employer provides them.

The reason that this is my dream career, is the creativeness that is involved in it. I can design a better way to wire up a building, or a more efficient way to transfer power to a jet plane. There are so many areas of the world we live in that need electricity and so many different ways to tackle the problem of electrical malfunctions and inefficiency that I would never run out of ways to improve a community. Be that in a small way or a new invention that I accidentally discover.

But everyone needs a backup plan, if

that I cannot get the education I would need to perform this job effectively, then I plan to work as a carpenter or a woodworker. My passion is creating things, building stuff. This passion, this desire to create, could be focused into a profitable business. I want to become a versatile tradesman, someone who can work with interior design, like installing carpets or drywalling a wall. Someone who can build a structure that will last decades if taken care of. Someone who can create intricate wood projects that serve a practical and simple purpose. Creation is the driving force behind mankind, creating something that solves a problem. In the most efficient way possible. This is my backup plan to an electrical engineer.

Combining these 2 ideas, electrical knowledge and a creative drive of versatility can create a productive human being that I plan to become in my adult life. Not everyone wants to become a tradesman, but with most teenagers going to college to get a bachelor’s degree in something, I can take advantage of the lack of tradesmen, and make quite a living from my own labors. I want to create my own life, make my own money, and use it in whatever I see fit. Thank you for reading about my dream career, and what I plan to do in my life.



I have a few reasons why.

I always like to see what new technology is being made these days. With my dream job of being an engineer, I can see what's being made before anyone else can! I will be able to design and develop electrical parts, equipment, and systems. I will also be able to work with electrical energy in phones, power generators, and much more! It is a great privilege to work with such interesting equipment and to be able to prepare designs for something

that could someday be a great product! But before I can do the job, I need to make sure I have the requirements.

In order to have my dream career, I must have some math skills. Fortunately, math is my best subject in school. More skills you need are good reasoning and logic, you must well work as a team, and have interest in solving problems with technology. The last thing needed is to be detail-oriented. I can work well as a team member because when I do group projects at school, I don't leave someone to do all the work. I help think of a good way to present our information and help contribute to the information as well. I have good reasoning too because when I go home after school and feed my dog his dinner, I don't give him too little amount of

food, but I don't give him too much either. I am detail-oriented because I read the directions on a worksheet before I do anything.

When engineers work on making a new product, some steps they take to make the product are to use computer programs to design products, components, and electrical systems. The manufacturing process must be supervised and I will get to attend meetings to discuss and plan products. Finally the new product is tested to see if it works correctly.

Personally, I like this job a lot because the amount of time you need to spend in college is only a 4-year college or university. You get to work at a factory or a power plant. I have

always wanted to see what a factory looks like. With my dream career, I will be able to make a pretty good living. Electrical engineers earn a price range of \$53,000 to \$126,000 per year! That would be a great amount of money to have! Especially in an expensive world we have like today.

In conclusion, being an electrical engineer is my dream career. I hope that being in your science class, Mrs. Gavronski, will prepare me to my best abilities so my dream will not just stay a dream but it will come true.



space engineers mainly work full time. Engineers who direct projects must often work extra hours to monitor the progress of the construction.

Konstantin Tsiolkovsky is a famous inventor and is famous for inventing spaceflight and rocket engineering. Konstantin Tsiolkovsky was one of the founders of aerospace engineers. He was born on September 17, 1857, and died on September 19, 1935. Konstantin Tsiolkovsky was one of the founders of aerospace engineers.

Aerospace engineering was originally called aeronautical engineering or astronautical engineering. The name had to change because the field of aerospace engineering was growing too much. In 1958, the first meaning of aerospace engineering appeared. These days, the constantly changing aerospace meaning has over ran the terms, aeronautical engineering and astronautical engineering. The field keeps growing.

The history of aerospace engineering goes back until the first flight vehicles made. Leonardo Da Vinci made the first flying vehicle, the ornithopter. It used big flapping wings, trying to imitate a bird. The second idea made was an aerial screw. The first manned flight was a hot air balloon designed by the French brothers Joseph-Michel and Jacques-Étienne Montgolfier.

The use of rocket engines opened a new world of flight for aerospace engineers. Robert H. Goddard, an American, developed, built, and flew the first successful liquid-propellant rocket on March 16, 1926. Robert proved that pilots can drive planes faster than the speed of sound and proved that rockets can be in vacuums. James Hart Wyld designed, built, and tested the first U.S., self-spawning, cooled liquid rocket engine. In 1947 Wyld's rocket engine powered the first supersonic research craft the, Bell X-1, flown by the U.S. Air Force captain, Charles E. Yeager.

Aerospace engineer is my dream job. Being an aerospace engineer is my dream job. Hopefully it comes true.



Essay Contest
MIDDLE SCHOOL
WINNER

Aerospace Engineer

Sherjeel A.
Cooper School Milwaukee

I always wanted to discover space and build things and an aerospace engineers the right job. Aerospace engineers build rocket ships, aviation machines, and also satellites. This is my dream career and I'm going to make it come true.

To be an aerospace engineer, you need a bachelor's degree. In high school, if you're interested in being an aerospace engineer, then you should take classes in chemistry, physics, and math. Some important skills you need to be an aerospace engineer are that you need math skills, writing skills, problem-solving skills, critical thinking skills, business skills, and analytical skills. You also need many other requirements like a degree from ABET-accredited engineering program, passing the Fundamentals of engineering exam, around 4 years of work experience, and a passing score on the Professional Engineering exam.

In 2016, the median salary for an aerospace engineer was \$109,650 per year and \$52.72 per hour. That means in 2 hours you get \$105.44. The lowest 10% got a salary of less than \$69,150 and the top 10% got a salary of over \$160,290. Aero-



Essay Contest
MIDDLE SCHOOL
WINNER

Electrical Engineer

Angelica S.
Cooper School Milwaukee

As a kid, my friends have always asked me what I want to be when I grow up. After a long time of thinking, I finally know what my dream career is. What I really want to be is an engineer. Specifically, I want to be an engineer that works with computers and how to fix them.

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Athletic Trainer

Lindsay M.
Luck High School

I have changed my mind plenty in my life of what career I want when I am older. I can still remember being in middle school and googling “What are the highest paying jobs in America?” thinking that my dream career would magically pop up in the top 10. As I have grown older, I have realized that it is not all about the money. It is about what you love to do, what you are good at, and what sparks your interests. It is about choosing to pursue a career that you wouldn’t mind going to every day for the rest of your life. My dream career is to become an athletic trainer.

Athletic trainers are certified and licensed health care professionals who practice in the field of sports and medicine. Their job is to examine, diagnose, and treat injuries, and to create methods, exercises, or stretches to prevent further damage or injury for the athletes. Some athletic train-



ers work in hospitals or rehabilitation centers, and many are hired by high schools or universities. Athletic trainers who work in academic settings are available to athletes as they train and practice for their sports, while also traveling around with the sports teams to attend each game. After I pursue and take the professional path of athletic training, I desire to be employed in an academic setting, and want to work and travel with the sports teams so I can be the first one to the scene to provide the imme-

diated care that they need right away.

Ever since I could stand up on my own two feet, I have been involved in a variety of sports and physical activity. I grew up in volleyball jerseys, soccer cleats, softball gloves, track shoes, and gymnastics leotards. Unfortunately, unexpected injuries often come along with sports. I have both experienced injuries and witnessed teammate’s injuries happen on the court, field, or in the gym. Whether you roll an ankle, land wrong on your knee, have sore shins,

tear a ligament, or just jam a finger, that’s when athletic trainers come into play.

To be an athletic trainer you have to have a passion for sports. The career combines being a professional in the field of sports and also having the opportunity and the privilege to work closely with athletes. I care for the well-being of athletes and have the passion to help injured athletes to get them back into the game as soon as possible.

Growing up surrounded by sports along with hundreds of hours in practices and countless games, I will bring my own personal experiences to the job. From being exposed to a wide variety of sports and injuries, my prior knowledge in this area is helpful. In addition to the rehabilitation/prevention of injuries or soreness, I would love to also help the younger athletes achieve their goals — whether that is to gain a higher vertical, faster speed or intensity, or a wider range of motion in a certain area. To create a workout plan for specific athletes or training for a team is another reason, out of many, of why I want to become an athletic trainer.

My plan is to attend college next fall to major in Sports and Exercise while completing the professional Athletic Training program. It would be a dream come true to be an athletic trainer.

It’s Official: DDHS Teaches New Crop of Referees



Delavan-Darien School District

A new class offered by Delavan-Darien High School and sanctioned by the WIAA has led to a new crop of certified basketball and volleyball referees.

The “Sports Officiating Class,” taught by DDHS physical education teacher and

coach Hank Johnson (who has refereed games frequently over his career), was offered for the first time this fall semester.

Students learned about coaching, officiating, and “hot topics of sports,” Johnson said. The students also took part in coaching interviews.

We’re thrilled to report that because of the class, we now have 21 students who now holding a license in volleyball officiating, and 20 who hold a license in basketball officiating, through the WIAA.

The student referees are allowed to officiate JV 2 and lower games for those sports. They must also only officiate in games where the Comets are not participants. This is gainful employment for students as WIAA referees are paid for their services!

www.ddschools.org
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March 7 and 9, 6 p.m.

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Explanation here

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LIFETIME

\$400k

Additional earnings over a lifetime with
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\$35,700

ASSOCIATE
DEGREE

\$46,900

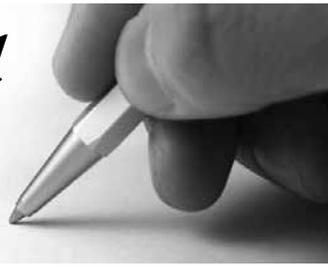
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\$59,100

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Apply for a Grant



Meemic Foundation Traditional Grant

Need funding for a classroom field trip? Looking for flexible chairs for your students or perhaps support for your STEM initiatives? Whatever the need, The Meemic Foundation is here to help with many of your special projects! Apply for grant for funding up to \$500 to support your classroom, department, campus or district needs. Get the full details and rules at our website.

Deadline: March 31, 2018

Website: www.MeemicFoundation.org/Traditional

School In-Service Training Grants Grades 9 through 12

School In-Service Training Grants for Grades 9 through 12 provide funding support to secondary schools for in-service education in mathematics. Proposals must address need, mathematics content, scope of the plan, other contributing sources of funding, number of teachers and students impacted, distribution of costs, and factors such as urban-rural isolation and multiethnic student body, as applicable. Funds may be used for honoraria and expenses for consultants, materials, substitute time, and conference or workshop registration.

Grants up to \$4,000 are awarded.

Deadline: Applications are due May 4, 2018.

Website: www.nctm.org/Grants-and-Awards/grants/School-In-Service-Training-Grants-%289-12%29/

Siemens Possibility Grant

Enter the Possibility Grant Sweepstakes daily for your chance to win \$10,000 for STEM at your school! “Fab” your lab with the latest and greatest gadgets, or purchase top-tier technology and supplies for STEM students. One school will be selected as the Grand Prize Winner in May 2018. The Grand Prize will consist of a \$10,000 Siemens Possibility Grant, awarded in the form of a check made payable to the winning school and intended to be used by the school for a science lab makeover and/or STEM-related equipment, supplies, or technology.

Deadline: Contest closes 5 p.m. April 27

Website: www.siemensstemday.com/sweepstakes

ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in

real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

Awards range from \$500 to \$2,500.

Deadline: Applications are accepted January 16 through July 15 and July 16 through January 15, annually.

Website: www.captainplanetfoundation.org/grants/ecosolution

ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Awards range from \$500 to \$2,500.

Deadline: Applications are accepted January 16 through July 15 and July 16 through January 15, annually.

Website: www.captainplanetfoundation.org/grants/ecotech

Plant BLOOME Grant

The American Society of Plant Biologists (ASPB) created the Plant BLOOME (Biology Learning Objectives, Outreach Materials and Education) Grant program with the goal of enhancing public awareness and understanding of the role of plants in all areas of life. The program has helped develop and grow many successful education and outreach resources.

Grants up to \$50,000 are awarded.

Deadline: Applications are due April 2, 2018.

Website: aspb-bloome.secure-platform.com/a

SunWise Environmental and Health Education Program

The National Environmental Education Foundation (NEEF) supports the SunWise Environmental and Health Education Program to promote sun safety measures at school and teach students about UV radiation and stratospheric ozone. The foundation distributes free program tool kits containing 50 cross-curricular, standards-based activities and a UV-sensitive Frisbee for hands-on learning and physical fitness.

Deadline: Applications accepted year-round.

Website: www.neefusa.org/sunwise

Baseball Tomorrow Fund Grants

The goal of the Baseball Tomorrow Fund is to increase youth participation in baseball and softball by awarding grants to schools and

school districts, municipalities, and qualified nonprofit groups that are involved in youth baseball or softball. Grants may be used to develop, expand, or improve youth baseball or softball programs, including needs such as renovating or constructing baseball fields and obtaining uniforms, equipment, and training for coaches.

Deadline: Applications are due January 1, April 1, July 1, and October 1, annually.

Website: www.mlb.com/baseball-tomorrow-fund

McCarthy Dressman Education Foundation Grants

The McCarthy Dressman Education Foundation offers Academic Enrichment Grants designed to develop classroom and extracurricular programs that improve student learning. The foundation considers proposals that foster understanding, deepen students' knowledge, and provide opportunities to expand awareness of the world around them.

Grants up to \$10,000 are awarded.

Deadline: Online applications are accepted January 15 through April 15, annually.

Website: mccarthydressman.org/academic-enrichment-grants

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 addressing the needs of 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

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

Grants of \$2,500 and greater are awarded.

Deadline: Applications are due March 16.

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

Music Performance Attendance Grants

The Sharon Gewirtz Kids to Concerts Fund provides small grants to provide the opportunity for children and youth to attend live performances of classical music and other related programming. Grants are open to schools and nonprofit music programs throughout the United States.

Grants up to \$500 are awarded.

Deadline: Applications are due June 30.

Website: sites.google.com/site/gewirtzkidstoconcerts

Student Contests and Awards

Meemic Masterpieces Art Contest and Grant Opportunity

Promote a message of togetherness by encouraging grade K-12 students to enter our third Meemic Masterpieces Art Contest for a chance to win a Chromebook for up to 50 student artists and a \$300 art supplies grant for each of the winning Foundation Club Members! Details at our website below

Deadline: is March 30, 2017

Website: www.MeemicFoundation.org/Masterpieces

Norm Strung Youth Writing Award

The Outdoor Writers Association of America helps budding writers through its annual Norm Strung Youth Writing Contest. Prizes totaling \$1,400 will be awarded to winners in grades 6-12 for poetry and prose categories. The topic must be outdoor-oriented (hiking, camping, boating, fishing, hunting, nature, ecology, canoeing, etc.). Any prose or poetic form is acceptable. The work

must have been written in 2017.

Deadline: Entries must be postmarked by March 15, 2018.

Website: owaa.org/programs/contests/norm-strung-youth-writing-awards/

International Interdependence Hexagon Project

The International Interdependence Hexagon Project is a visual arts opportunity for young people aged 4 to 18 worldwide to explore global themes, issues, and ideas in school. The project asks students to create art within the interlinking shape of a hexagon, a metaphor for interconnectedness. Any art form in a variety of media, such as a drawing, painting, collage, print, digital, and relief sculpture, is acceptable as long as it can be displayed on a plasterboard gallery wall or on a pedestal or floor.

Deadline: Entries are due June 30, annually.

Website: hexagonproject.org

Literacy in the 21st Century

Gary L. Willhite, Ph.D.
Institute for Professional Studies in Education,
UW-La Crosse

Literacy. Historically, this term has defined how individuals and populations have communicated with each other and the world around them. The question is, have we kept pace with our changing world and are we reaching the 21st century learner with what they need to be successful in the 21st century and beyond? As the director of our Graduate Reading Program, this is the question I wrestled with as we re-envisioned our Graduate Reading Program for the future.

Unlike the traditional definition of literacy for measuring the world's literacy rate of being able to read and write, the definition of a 21st century literate person is one who is advanced at reading, writing, speaking, and listening. It is understanding/knowing how to learn and know. 21st century students need to understand how the brain creates and uses subjective knowledge, and the different processes that create objective knowledge. They need to be able to understand concepts as tools, which can be used to solve real-world problems. Two important concepts involve learning to see writing as two separate tools: It is both a tool for thinking and knowing, and it is a tool for communicating knowledge and persuading people.

How do we best describe a 21st century learner? What we do know is that s/he is a "problem solver, critical thinker, and an effective collaborator and communicator." They are informational learners. Information literacy is important for today's learners, it promotes problem solving approaches and thinking skills – asking questions and seeking answers, finding information, forming opinions, evaluating sources and making decisions fostering successful learners, effective contributors, and confident individuals.

A deeper and richer learning environment is required in order to nurture and grow such a learner.

The National Council of Teachers of English (NCTE), suggest that in today's world, being literate requires much more than the traditional literacy of yesterday. NCTE states that twenty-first century readers and writers need to:

- Gain proficiency with tools of technology
- Develop relationships with others and confront and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information



- Create, critique, analyze, and evaluate multimedia texts
- Attend to the ethical responsibilities required by these complex environments

The bigger question is how do we accomplish this shift in our school curriculum and in our overall thinking about literacy in general? 21st century literacy is a collection of many higher order skills. 21st century learners need to be able to critically evaluate the reliability of diverse sources of knowledge in order to construct knowledge from multimedia sources. We cannot forget that these 21st century skills are built on the foundation of traditional literacy: reading and writing.

What NCTE is partially alluding to is the multi-media culture of our age – no longer do we rely only on print, but we need to teach our students to be fluent in "reading" and "writing" the language of images and sounds. "The transformation of our culture from an

Industrial Age to an Information Age is why a new kind of literacy, coupled with a new way of learning, is critical in the 21st century" (CML).

References

21st Century Literacy

21centurylit.org/introduction

Deeper Learning: Defining Twenty-First Century Literacy.

www.edutopia.org/blog/twenty-first-century-literacy-deeper-learning-rebecca-alber

Literacy for the 21st Century: The Hope and the Promise | Center for Media Literacy

www.medialit.org/reading-room/literacy-21st-century-hope-and-promise

The NCTE Definition of 21st Century Literacies

www2.ncte.org/statement/21stcentdefinition

Westside and Janssen Students Rose Up to "The Great Kindness Challenge"



Plymouth School District

Students in Julie Kohlmann's third-grade class at Parkview Elementary School were sitting on the floor, listening to literacy coach Stacey Ross share a story about a military family being reunited.

The students wore red paper hearts with the name Nolan on them, a show of support for a classmate whose father has been deployed overseas for the past year.

After the story, Mrs. Kohlmann —

wearing a patriotic scarf — played the song "God Bless the USA." Nolan, sitting with his classmates, felt someone tap his shoulder. He turned to see his dad, Sfc. Ethan Feldner.

Father and son hugged, then moved to the front of the classroom, where the students serenaded them with a song from their Veterans Day program. Sfc. Feldner then brought in a big bag of gear and let students try on his helmets, bullet-proof vest, and goggles. He talked about his job as a

military mechanic, shared photographs, and answered lots of questions.

As Nolan walked out with his dad, all students and staff lined the hallways for a "clap-out." Students clapped, and little ones offered high-fives. Some held posters and flags, and some thanked him for his service.

Mrs. Kohlmann had learned only two days earlier that learned that Sfc. Feldner was returning and wanted to surprise Nolan.

"I first had tears and a stomach drop because I could only imagine how amazing this was going to be for both dad and Nolan," she said. "I knew this was a big, big deal. I envisioned the reunion and started brainstorming ways to magnify the significance of this very special event."

She couldn't tell the class for fear that they would leak the secret. But she instructed them to wear red, white and blue the next day and had them make flags — for what they thought was a Martin Luther King Jr. Day activity.

"Almost scary coincidentally, I came upon a Scholastic News while I was organizing on Monday evening," she said. "The cover story was about a military family being separated and then reunited. It was from November, but I had set it aside because at that time it would have been too painful for Nolan."

Mrs. Kohlmann recruited Mrs. Ross to read the article to the class, and instructed the students to tape on their paper "Nolan hearts" as a reminder to keep him in their hearts as they listened. Meanwhile, she met Sfc. Feldner in the school office and escorted him to the classroom.

In addition to creating a memorable moment for Nolan and his dad, Mrs. Kohlmann wanted all of her students to experience something special: "Coming together to support a military family who has made a sacrifice that we cannot take for granted," she said. "'Give Love' is our class theme this year, and I think this event did just that."

"I sincerely thank Ethan for his service to our country and thank him for letting us be a part of this magical reunion," Mrs. Kohlmann said. "I feel honored to have been able to be a part of it."

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Wisconsin Superintendent of the Year Selected

School District of Menomonee Falls Superintendent Dr. Pat Greco Earns the 2018 Honor



The Wisconsin Association of School District Administrators is pleased to announce the selection of Dr. Pat Greco as Wisconsin's 2018 Superintendent of the Year.

Greco has served for the last seven years as the Superintendent for the School District of Menomonee Falls, a high-performing 4K-12 district serving approximately 4,000 students in the northeast corner of Waukesha County. Her vision for public education has resulted in the development of evidence-based leadership, continuous improvement at all levels and tremendous growth in student success that prepares them for a profoundly different future.

With Dr. Greco's leadership and commitment to continuous improvement, the School District of Menomonee Falls has won a Journal Sentinel Top Workplace award three years in a row, Menomonee Falls High School is a silver-rank school by U.S. News & World report and students are achieving at record levels with 130 Advance Placement Scholars, \$2.3 million in scholarships earned and 4 WIAA Sportsmanship Awards in three years.

Her connection and commitment to the community shines through all of her work, making a concerted effort to pull all community stakeholders into a collective impact that moves Menomonee Falls, as a village, forward.

In the nomination for Superintendent of the Year, School Board President Faith VanderHorst had this to say about Dr. Greco:

"Pat has navigated our district through difficult and challenging times during her 6 year tenure-both legislatively and financially. In that time, she has been unwavering in her support of each student, teacher, administrator, parent, taxpayer, business partner and school board member," she said. "She has effectively created the only sustained culture we have seen to leverage data and make it actionable to improve student outcomes while constantly changing the way we approach education. The most amazing aspect is the way she has 'brought everyone along on the journey,' making it a combined effort where

everyone has felt to be a contributor and important component to our overall success."

From Dr. Greco's perspective, this work and in part this award is due to the collective work of the entire system; from administrative assistants to reading interventionists to facilities grounds crew each person knows their role is important in bringing innovative change to the system with a focus on improvement for students.

"I am honored to accept the recognition on behalf of our entire team," Dr. Greco said. "Our work is clearly a team effort. We together have earned the Spotlight Recognition from Carnegie Foundation and this recognition. We are doing work that is

ground breaking. We are leading the understanding of improvement and what it means to applying it across an entire system. We are fundamentally a different organization than we were and we will continue to focus on getting better."

Dr. Greco started her educational career in the Kewaskum School District as a special education teacher and has worked in various levels of education across many districts in southeastern Wisconsin. Fortuitously enough, Dr. Greco's first principal role was as Ben Franklin Elementary's principal during the 1980s, Menomonee Falls' largest elementary school.

She received completed her doctorate in 1995 and has been recognized as an instructional leader and advocate for student learning at the state and national level. An innovative leader nationally, she is a member of the Education Research and Development Institute, Baldrige Board of Overseers, Studer Education Advisory Board, serves with AASA as a national superintendent mentor, and a case study partner with the Carnegie Foundation with a focus on Improvement Science Research. Pat's work has been nationally and internationally published. Pat was recognized as Educator of the Year by Wisconsin Manufacturers and Commerce, by State and National PTA for Elementary School of the Year as an elementary principal, and received the Educational Influence Award from Wisconsin ASCD for her advocacy for children and strong public policy. Pat has dedicated her professional service to organizations committed to impacting strong learning outcomes for both students and educators.

Greco resides in Menomonee Falls with her husband Joe their three dogs. They are proud parents of four adult daughters.

About the School District of Menomonee Falls

Menomonee Falls' first graduating class was in 1882, marking more than 135 years of graduating classes and making the district one of the longest-standing institutions in the village. SDMF serves approximately 4,000 students in grades 4K-12 as well as

serves annually approximately 15,000 members from our community in an education and recreation capacity as owners of the Community Education & Recreation department. SDMF is part of a village that's been named a best small town to live in mul-

iple times due to strong education, safety and strong development. The district focuses on preparing students for life after graduation ensuring that all students are successful regardless of the path they choose. For more information about the district, follow us on Twitter @FallsSchools or visit www.sdmf-schools.org.

About the Superintendent of the Year Award

Since its inception 30 years ago, the Superintendent of the Year program has

become widely acknowledged as the most prestigious honor a school system leader can attain. Applicants are measured against criteria such as successfully meeting the needs of students; personal and organizational communication; professionalism; participation in local community activities; and an understanding of regional, national, and international issues. This award pays tribute to the talent and vision of the men and women who lead our nation's public schools.

Greco will be representing Wisconsin in the National Superintendent of the Year Program at AASA's National Conference on Education in Nashville in February. The Wisconsin Association of School District Administrators presented the 2018 Wisconsin Superintendent of the Year award to Greco at the joint WASB/WASDA/WASBO Convention in Milwaukee in January.

Source: The Wisconsin Association of School District Administrators, www.wasda.org

www.sdmf.k12.wi.us
(262) 255-8440



Student Contests and Awards

Continued from Page 16

The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm and the American Red Cross. The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to make a difference. The annual challenge aims to generate new ideas to reduce waste in homes, schools, communities, and around the world.

One grand prize of \$100,000; first-place prizes of \$10,000; second-place prizes of \$2,000; third-place prizes of \$1,000; and finalist prizes of \$200 are awarded.

Deadline: Entries are due May 1, 2018.

Website: www.projectparadigm.org/rules

American Association of Physics Teachers High School Physics Photo Contest

The American Association of Physics Teachers (AAPT) High School Physics Photo Contest has provided teachers and students an opportunity to learn about the physics behind natural and contrived situations by creating visual and written illustrations of various physical concepts.

Deadline: Entries are accepted March 1 through May 15, annually.

Website: aapt.org/Programs/contests/photo-contest.cfm

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Madison East Teacher Named Global Educator of the Year



Claudine Clark, a world language teacher at Madison East High School, has found innovative ways to bring the world into her classroom, earning her the third annual Global Educator of the Year Award. Nomination letters cited the thousands of dollars in scholarship support Clark has secured so her students can see the world. She is noted for bringing international teachers to her school, promoting lifelong language learning, and sharing what she has learned with colleagues.

“Wisconsin graduates need to be able to

communicate, collaborate, and compete with others across intersections of language and culture,” said State Superintendent Tony Evers in presenting the award today. “Ms. Clark prepares global scholars with these skills, ensuring that they are world-ready.”

A Wisconsin native, Clark earned a Bachelor of Science degree in secondary education, French, and English as a second language. She has taught in Hortonville, Green Lake, Janesville, and for the past ten years, the Madison Metropolitan School District. Her interna-

tional education travel experiences include time in Benin, Japan, France, Canada, and Egypt.

To qualify as the Wisconsin Global Educator of the Year, a teacher must cultivate students’ global awareness, promote growth of global competencies, model and engage colleagues in best practices for global learning, employ innovative approaches to building global knowledge and skills, and implement the Global Education Achievement Certificate program. There are currently 84 high schools that have implemented the Global Education Achievement Certificate program. The certificate is awarded to graduating high school students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies. In 2017, 75 students were recognized as global scholars.

The Global Educator of the Year is selected by the State Superintendent’s International Education Council, chaired by Gilles Bousquet, French professor and department chair. The recognition includes a \$1,000 cash honorarium from the Madison area Rotary Clubs. Evers and DPI World Languages and International Education Consultant Pam Delfosse presented the award to Clark on behalf

of the DPI International Education Council at Friday’s General Session of the Wisconsin State Education Convention in Milwaukee.

About Madison East High School

At Madison East High School, our mission is to open doors of opportunity for our students by providing high expectations for all with a focus on college, career and community readiness. EHS is intentional in creating an inclusive and supportive environment where students and families feel safe and connected to staff and the community, diversity is celebrated, and high expectations and equitable access to rigor are the norm in every classroom so that every student graduates college, career and community ready. The key strength of Madison East High School is the awareness and the celebration of diversity in our building. All stakeholders have tremendous pride in EHS and constantly support our Purgolders.

School Principal: Mike Hernandez

Source: *Wisconsin DPI press release*

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Five Greendale Teachers Earn Board-Certified Status from National Organization



Greendale School District

Five Greendale Schools' teachers have earned the National Board Certified Teacher (NBCT) designation from the National Board for Professional Teaching Standards. They are Amy Bauer, Megan Faherty, Benjamin Hubing, Kristin Martens, and Sarah St. Martin. The Greendale Board of Education recognized their accomplishment with a celebration and commendations at its meeting on Monday, February 5.

To earn board certification, the profession's highest mark of achievement, teachers complete a rigorous, performance-based, peer-review process, demonstrating their proven impact on student learning and achievement. Nationwide, there are more than 118,000 teachers with the designation



from the National Board for Professional Teaching Standards.

"Earning National Board Certification is a tremendous personal accomplishment for these outstanding educators," said Joe Crapitto, president of the Greendale Board of Education. "We are proud of their commitment to their students and to the promotion of teaching as an important profession."

"These individuals bring their passion and excitement for learning to their students each day. They are leaders in their schools and among all the excellent teachers in

Greendale," Gary Kiltz, Ph.D., superintendent of Greendale Schools. "I am proud of their hard work in achieving this distinction and in helping our students to grow and our District advance. We are fortunate to have them as part of the dedicated and highly-committed teachers and staff in Greendale Schools."

A fourth grade teacher at Canterbury Elementary School, Amy Bauer has been teaching in Greendale for four years. She has 16 years of experience as an educator and holds a Bachelor's degree in elementary education with a minor in broadfield social studies and a Master's degree in technology integration. Ms. Bauer resides in Franklin with her husband.

Greendale High School social studies teacher Megan Faherty has been teaching in Greendale for ten years and is 13 years into her career. She currently is teaching students in all high school grade levels through her courses: Global Studies, Advanced Placement European History, and Advanced Placement Psychology. Faherty holds a Bachelor of Science degree in Secondary Education and has earned her Masters in Educational Administration from UW-Milwaukee.

GHS Teacher Ben Hubing has been instructing Greendale students for 10 years. He teaches Advanced Placement U.S. History and Advanced Placement Government and Politics courses to high school juniors and seniors. Hubing holds a Bachelor's degree in history, political science, and a certificate in European studies and a Master's in teaching. He resides in Shorewood with his family.

Kristin Martens is a fifth grade teacher at Highland View Elementary. She is in her eleventh year of teaching and has been working in Greendale for four years. Martens holds a Bachelor of Art degree. She lives in Franklin with her husband and their two children.

A second grade teacher at Canterbury Elementary School, St. Martin is in her ninth year of teaching and her third year in Greendale Schools. She holds a Bachelor's

About the National Board for Professional Teaching Standards (www.nbpts.org)

The founding mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

- (1) maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- (2) providing a national voluntary system certifying teachers who meet these standards; and
- (3) advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the "gold standard" in teacher certification, the National Board believes higher standards for teachers means better learning for students.

degree and a Master's degree in Administrative and Instructional Leadership. St. Martin lives in Milwaukee with her husband, a high school principal.

About Greendale Schools:

Established in 1938, Greendale Schools is home to more than 2,600 students. The District prides itself in providing an outstanding education for all students from Kindergarten through twelfth grade at Greendale High School, Greendale Middle School, and three elementary schools (Canterbury, College Park and Highland View). Greendale Schools, in partnership with students, families, and the community, is committed to developing leadership, creativity, and educational excellence. By creating multiple opportunities for learning, each student's unique abilities are developed to achieve success and contribute positively to our global society.

Hamilton Teacher Passes Rigorous Certification Process



Hamilton High School teacher earns the teaching profession's top credential by achieving National Board Certification. Science teacher Jessica Ronk recently learned that she earned her certification from the National Board for Professional Teaching Standards (NBPTS).

A voluntary process, National Board Certification is achieved through a rigorous, performance-based assessment that typically takes more than a year to complete and measures what accomplished teachers should know and be able to do. Teachers who earn this advanced teaching credential are among the

best qualified in the nation to improve instruction, raise student achievement and improve teaching practices in their classrooms, schools and districts.

"We are proud of Ms. Ronk for her accomplishment," Hamilton Principal Candis Mongan said. "We believe her experience with the NBPTS certification process will promote her professional career and have an impact on student achievement and learning."

The national board certification process requires intense self-reflection and measures a teacher's practice against high and rigorous standards. The advanced system of national board certification complements, but does not replace, state licensing.

Because there is a direct connection between what teachers know and what students learn, NBPTS-certified teachers are expected to possess deep subject knowledge and the ability to teach in ways that help students learn.

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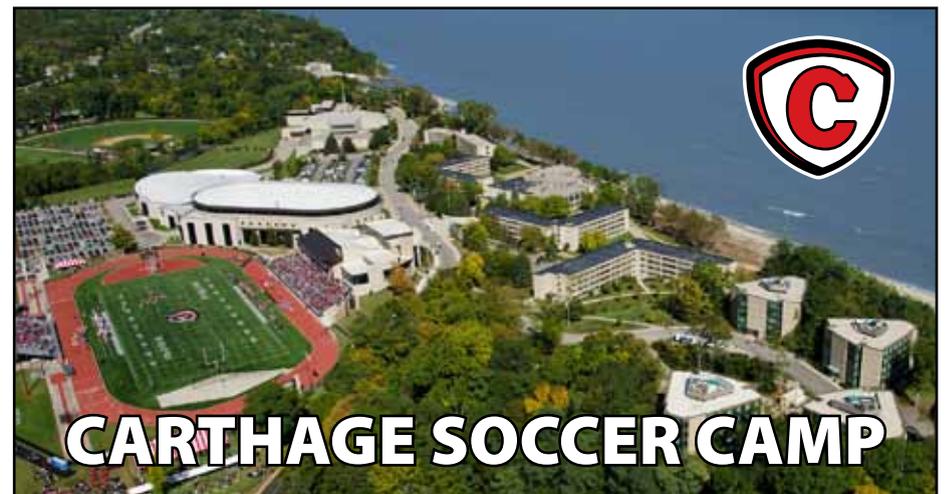
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Register Now for Summer 2018 Day Camps

Middle School Scrubs Camp

For students entering grades 6–8 in the fall of 2018, who are interested in exploring healthcare careers. (*Exception: St Cloud grades 7–9 fall of 2018 and Brainerd grades 8–9 fall 2018)

Rochester Camp

June 11–12

Duluth Camp

June 12–13

Dakota Co. Camp 1

June 18–19

St. Cloud Camp*

June 18–20

Brainerd Camp*

June 19–20

Dakota Co. Camp 2

June 20–21

High School Scrubs Camp

For students entering grades 9–12 in the fall of 2018, who are interested in exploring healthcare careers. (*Exception: St. Cloud grades 10–12 fall of 2018)

Bemidji Residential Camp

Bemidji State University: June 11–14

Mankato Day Camp

MSU-Mankato: June 18–20

St. Cloud Day Camp*

SCTCC: June 18–20

Cloquet Residential Camp

Fond du lac Tribal Com. College: June 20–22

Winona Residential Camp

Winona State University: June 24–29

Moorhead Residential Camp

MSU-Moorhead: July 8–13

Metro Day Camp

Augsburg University: July 9–13

St. Paul Day Camp

St. Paul College: July 23–26

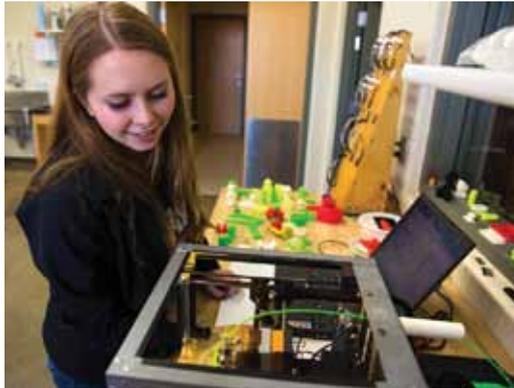
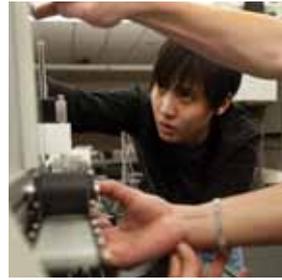
“STEM-related careers are the lifeblood of Minnesota’s future and Camp Explore will give our high school students the leg-up they need to succeed in college and career readiness.”

— Mary Rothchild, senior system director for workforce development for the Minnesota State Colleges & Universities system

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