

The Importance of the Arts



D.C. Area School District

From Dr. Gilmore's Blog

We asked a number of instructors to share their thoughts on the importance of art/design and share examples of projects that integrate all aspects of STEAM. We'd like to thank these subject matter experts for giving each of us a behind-the-scenes look at these projects and the thought and effort behind them.

Wendy Vesper —

Special Education Teacher, Junior & Senior Level Musical Director, Assistant Varsity Dance Coach

Arts education can play a valuable role in helping prepare students for the future. I have witnessed firsthand how students can evolve on the stage. One of my goals has been to merge arts and athletics in order to provide students — who might never have considered getting involved in the performing arts — with an opportunity to challenge themselves in a new way. While inte-

Watching kids leave their comfort zones to enter an arena where they are not “the star” has been life changing for many. They learn that students in the theatre spend as many hours fine tuning their skills as athletes do.

grating athletes during their season takes some creative scheduling, the end result has been astonishing.

Watching kids leave their comfort zones to enter an arena where they are not “the star” has been life changing for many. They learn that students in the theatre spend as many hours fine tuning their skills as athletes do. They learn to collaborate with others, to better themselves. And

they learn how to communicate their needs to their coaches and directors — and bear personal responsibility for coordinating their schedules — so as to be able to maintain their level of play on the field as well as meet the expectations of the musical director.

S t u d e n t s involved in both athletics and the arts gain a broader perspective and develop respect for a different extracurricular activity. While some of the athletes may have initially been “conned” into joining

by their friends, they quickly fully commit themselves. By the final performance, they are asking what musical will be done next year and whether they can be involved. The musical this year was *Mamma Mia*. We had athletes from the girls tennis team, the cross country team, the boys soccer team and the dance team. At first everyone was referring to the various groups, but by the end of the theatrical season they were all just “the cast

Continued on Page 4



Students ‘Launched’ Into Building Trebuchets

*Autumn Vanderlinden
The Hawks Post
Shawano High School*

Students in Engineering and Computer Aided Design and Drafting built trebuchets in their classes. During the day of October 31, the students competed on what trebuchet could launch pumpkins the farthest.

A trebuchet is known as a machine that was used in medieval siege warfare, which was used to hurl large stones. The trebuchets were assigned in class to the students by their teacher, Mrs. Stacey Homan.

Mrs. Homan explained, “I assigned this to the students because I wanted them to learn the engineering and physics behind counterweights and payloads.”

In both classes, there was four trebuchets that were made. In each group, there was three to four students.

Senior Chris Black explained, “There is a small amount of people in the class, so we are able to choose our own projects.”

The students in both of the classes took about two to three weeks to build them. They also worked on them during enhancements.

Mrs. Homan said, “In my Computer Aided Design and Drafting, it was a spur of the moment to build them. In my Engineering class, it was part of the curriculum. Before they did, I had them build mini ones.”

The process of building the trebuchets had many different components that were added into the task of making them.

Black explained, “First, we designed our trebuchet on paper. Then, we had to figure out the restrictions for our machines. After that, all



we had to do was start building them in the shop and improving our design as we move on.”

After all of the trebuchets were made, the students had a competition. Each team launched pumpkins on the football and soccer practice fields to see which pumpkin went the farthest. This was all held on Halloween, and the class had an enhancement for other students to watch.

Senior Sam Rusch said, “My end goal for the trebuchets was that it would be the best and to win the competition.”

There were some hard parts about making the trebuchets, and the students had their own personal struggles.

Black explained, “Problem solving was hard. The fact that there was a lot to define to be able to make them. We also had to make sure that the trebuchets were structurally stable.”

On the other hand, Rusch’s problem was “just making sure that it runs smoothly and effectively. Making sure that the fulcrum bar stays straight and does not bend.”

Continued on Page 4

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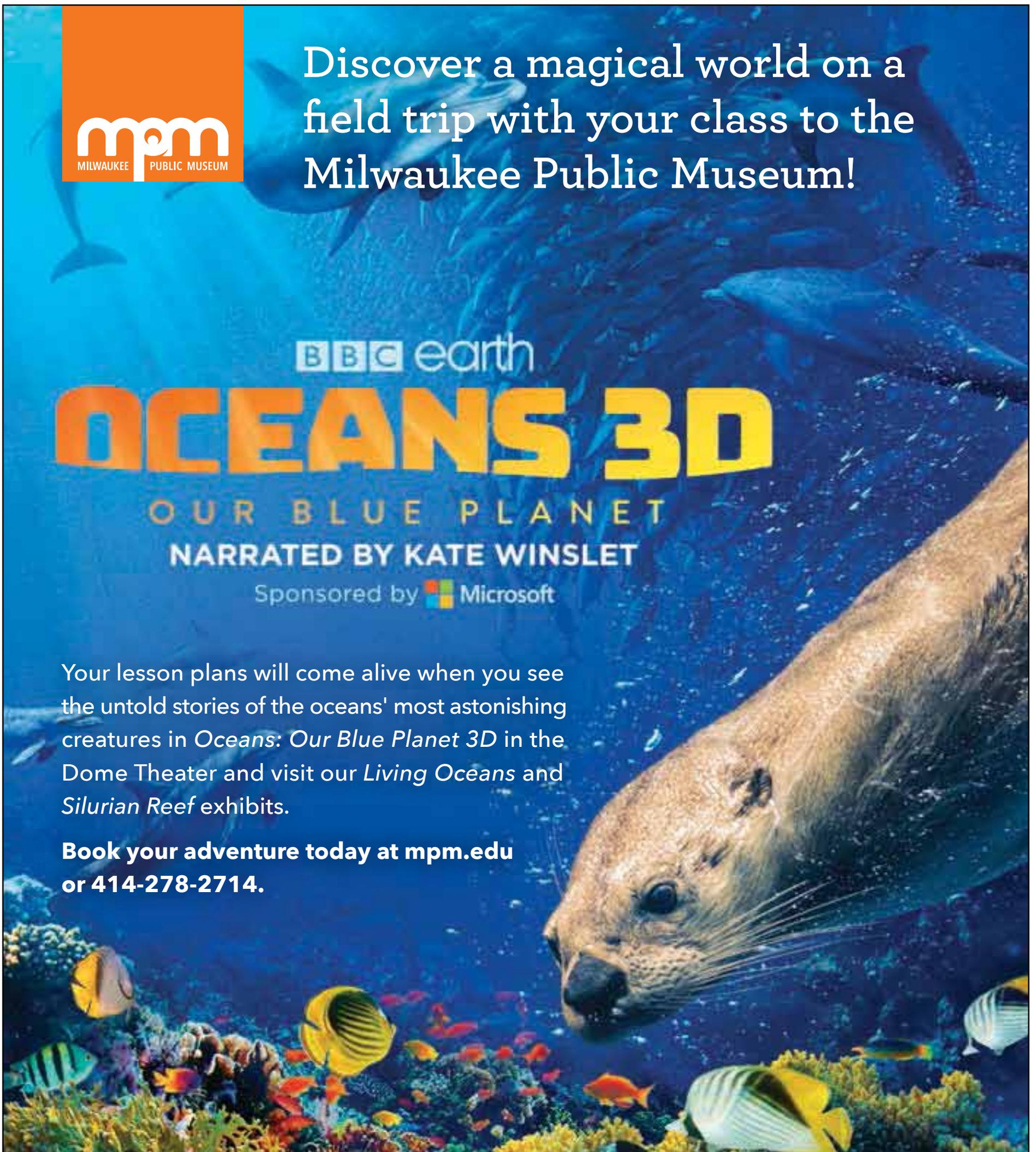
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NARRATED BY KATE WINSLET

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 EDITOR: Andria Reinke
 PAGE COMPOSITION: Andrew Clausen
 WEBMASTER: Scott Bayerl
 SPECIAL ASSISTANT: Allie Zacharias
 ACCOUNT EXECUTIVE: Shaw Liljeqvist
 Please direct articles, advertising, questions or comments to:

Teaching Today WI™
 PO Box 1704
 Eau Claire, WI 54702
 Phone/Fax 715-839-7074
www.teachingtodaywi.com

Please direct all inquiries to:
renee@teachingtodaywi.com

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Might We Suggest Green: Making Solar Work for Wisconsin Public Schools

Solar Energy is the fastest growing source of electricity in the United States, primarily driven by an 80% drop in the cost of solar panels in the last 8-years as well as the tax and cash incentives associated with installing a solar array. There are several grant opportunities available. When combined with creative financing, these grants can potentially allow solar projects to be cashflow positive from the day they are installed.

5 Tips to Avoid Crashes with Trucks and Buses

As the economy hums along, we are sharing the roads with more trucks than ever before. Unfortunately, many people do not exercise the extreme caution required when driving around 18-wheelers, container trucks and buses. Fortunately, there are steps you can take to avoid having an incident while sharing the road with trucks and buses.

“Finding Harmony”

Kohl’s Wild Theater is getting ready to premiere its new traveling show. Kohl’s Wild Theater is a free theater program that travels, free of charge, to local schools, libraries and festivals. The latest musical is called “Finding Harmony” and includes important messages from the WI Humane Society about picking up a baby bunny you think is abandoned in the yard.

In this Issue of Teaching Today WI

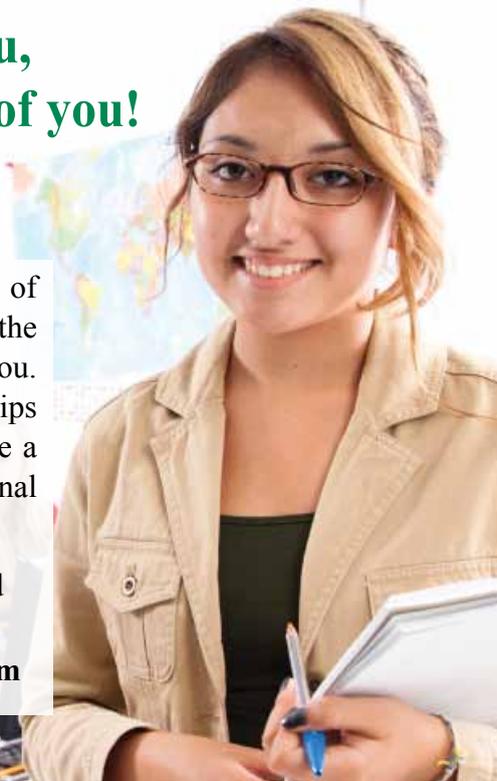
Tiger Investment Club Makes Changes Page 5
 D.C. Everest DECA Earns Gold Certification Page 5
 Students’ Business Proposals Deftly Fill Perceived Needs in the Community Page 6
 Dream Career Contest Essays Pages 7, 8
 Middleton-Cross Plains Sustainability Efforts Page 9
 Green Ribbon Schools Saving Energy Page 10
 Northland Pines School District Solar Project Page 11
 Lakeland Union High School Installs Solar Panels Page 11
 Energy Career Clusters Page 14
 Occupation — Registered Nurse Page 16
 Grants Page 17
 Student Contests and Items of Interest Page 18
 Sending Kindness to Troops Overseas Page 19
 Interactive Engineering Sparks Problem Solving Discoveries Page 20
 Revolutionary Skills for Lifelong Success Page 20
 Wisconsin Superintendent of the Year Selected Page 21
 Greendale Teacher Earns Board-Certified Status Page 22
 Memorial High School Teacher Receives Prestigious National Board Certification Page 22
 Two Kimberly Teachers Earn National Board Certification ... Page 23

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The Importance of the Arts

Continued from Page 1

of Mamma Mia.” It’s wonderful to see that evolution — from being segregated to being unified. It’s a lesson they can carry over when they go to college or future jobs.

Another benefit of this process is listening to the athletes talk to their teammates about the theater department. In the past they may not have been skeptical, but once they get involved they stand up and defend how difficult it is to put on a musical. They take pride in being involved and support all who are. They also develop a love for the arts and appreciation for others’ talents. You don’t expect to hear a soccer player say, about the lead in the play, “I could just listen to her sing all day! She is that good!” It’s also nice to hear the theatre kids say, “Let’s go to the soccer game to cheer on the boys.”

I am thankful that the administration and our coaches support the collaboration between sports and theater. I think it is a win-win situation for all those involved.

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Students ‘Launched’ Into Building Trebuchets

Continued from Page 1

This was not the only project that was assigned in the classes. There were different projects to start off with.

Mrs. Homan informed, “In Engineering, I assigned them to do egg drops first. In my Computer Aided Design and Drafting class, they are making and modeling vehicles.”

In the end, the students in the class had a fun experience with building the trebuchets. It allowed them to all work together and to have a lesson come out of it in the end.

Rusch said, “My favorite part was being able to make it however we want and to be able to lead our own project.”

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Tiger Investment Club Makes Changes

By Miyako Deloney, *The Paw Print*
Black River Falls High School

The past weeks the Tiger Investment Club (TIC) started experiencing troubles with their investments not having the performance they were hoping for. Adviser Jared Plaza and members of the Tiger Investment Club are beginning to find new ways of overcoming the decline in their stocks.

“The poor performance of the stock market really brought our value of our portfolio down, in the end of November our stocks were up around 106,000 and they had dropped to about 92,000. So looking at that, obviously we weren’t too happy about that,” said Plaza.

With every disadvantage, the TIC still looked for the positives and realized the big picture. The stocks were going down and the club realized their positives.

“I do consider it to be a small victory for our investment club because our stocks we have invested in only dropped about 14% overall. When you compare that to the overall market, which that had fallen about 17% we had done better than the average. So there’s a silver lining,” said Plaza.

This year the club started something new than previous years, Plaza has been the adviser for the club for the past three years. Some students have more experience than others in the group, although they work together as a whole

unit.

“This year the club decided to take out some money from stocks that we’ve had for a very long time. A lot of the students that we have in the club have never bought or sold any stocks. They just see the same companies we invest in, year after year. So we decided to divide up both of our Tiger Investment Club groups into groups of four or five and they researched their own stocks and they put reasons together as to why the club would benefit from buying the company,” said Plaza.

TIC does deal with real money, they occasionally use money and purchase items the club feels would be a good investment for the school. The club had their research done and the group with the most beneficial stock would be the new stock purchase from the club.

“I gave each of the groups when they were researching a budget of two hundred dollars that they could spend. So we bought about 12 or 15 new stocks this year as a company and we decided that whichever one does the best will be the one that we keep for years to come. So this will make it interesting in the end to see which stock was the most successful,” said Plaza.

It is tricky knowing what stocks to invest in, as it is unpredictable and a gamble. The Tiger Investment Club continues to stay up to date with their performance of their stocks and evaluates the market. Knowing what to do when



investing your personal money can be scary and deceiving.

“My advice to people when investing is to start early. Don’t try to make a ton of money right away, but let your money work for you and definitely be patient,” said Plaza.

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D.C. Everest Deca Earns Gold Certification for Three School-Based Enterprises

D.C. Area School District

D. C. Everest DECA members have done something few — if any — other DECA school chapters have done: successfully certified three gold-level student-based enterprises. A total of 483 SBEs earned gold-level certification and re-certification this year, and DCE is home to three of those SBEs. D.C. Everest is the only school district in the state with three gold-level SBEs and one of two districts in the nation to hold that honor currently.

DECA prepares emerging student leaders and entrepreneurs for careers in marketing, finance, hospitality and management. Each year DECA-certified school-based enterprises (SBE) must complete an extensive written project detailing how their business adheres to select model business standards in order to become re-certified or newly certified at the bronze, silver or gold level. DCE DECA successfully recertified The DECA Depot and Everest Expressions student-led businesses at the gold level. Both of these businesses are housed at the D.C. Everest Senior High. The DECA Depot offers a wide range of DCE spirit wear and DCE branded items. Everest Expressions, which has held gold-level for three years, creates custom-designed shirts for its clients.

This year, DECA also earned gold-level certification for the newly launched DECA Depot at the Junior High. Although the student-led enterprise has not even completed its first year in business, students were able to compile an 80-page document demonstrating their business savvy and the success of the enterprise.



DCE DECA Advisor Jodi Peterson noted, “I am so excited for these young business people. They worked countless hours to earn these gold level certifications and secured three of them. I’ve never seen anything like this — a school district with three gold-level student enterprises. Students were able to clearly demonstrate their leadership, marketing skills and entrepreneurial spirit. This is a true example of education in action.”

All gold-level student-based enterprises are eligible to participate in the exclusive SBE Academy and competition, which will be held at the International Career Development Conference. According to Mrs. Peterson, “All three of our SBEs will compete at the State and International level of competitions. We have now become our own competition — all three will compete against one other. It’s a great way to celebrate our success.”

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Students' Business Proposals Deftly Fill Perceived Needs in the Community



D.C. Area School District

At the end of the semester, Business Management students at D.C. Everest Senior High are given the opportunity to present their business plans to leaders in the community. It's the culmination of weeks of work — a real world entrepreneurship exercise that requires detailed, thoughtful research to complete a solid and plausible business plan.

During the presentations, it immediately became clear that students had given substantial consideration to what “gaps” exist in central Wisconsin and how best to fill them. The business plans primarily focused on entertainment opportunities. One student entrepreneur made a compelling pitch for a retro roller rink with a vintage flair that would appeal to both younger and older sectors of her targeted markets. A second group outlined a detailed plan for an indoor entertainment center featuring a trampoline park, laser tag and arcade games. Yet another set of entrepreneurs presented a plan featuring a combination AirSoft/Paintball enterprise that provided year-round entertainment with indoor and outdoor courses.

One enterprising student group honed in on the lack of a high-end clothing store in

the area that caters to both men and women — pitching their idea for a downtown retail location that would do just that. Four students made a case for a locally owned, inexpensive, family-oriented breakfast diner that would offer a differentiated experience from chain restaurants.

The business leaders and representatives from local government who attended the presentations made frequent commentary on the presentations — noting, quite often, the students' keen ability to identify a need in the community and commending their expansive market research, SWOT analyses, detailed layouts and well-scouted locations. They also questioned the entrepreneurs — diving into the specifics of the plans, marketing strategies and management structures.

Jennifer Gipp, Business and Information teacher, said this is her favorite part of the class. “I love to see how the students take the information we learned in class and put it into their business plans. This assignment really opens their eyes to what planning for a new business entails.”

Superintendent Gilmore, who attended the presentations, remarked on how well the

students had addressed the needs of their targeted markets and defined their business differentiators. “The retro roller rink appealed to a number of the community leaders in the room because we'd all hung out at High Roller when we were kids. The student definitely understood her target market,” she noted with a laugh. “All of the students really hit the mark when they described the appeal of their business. They did a great job defining

their audiences, differentiating their idea and then constructing a viable business around that idea.”

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Thinking of Teaching Entrepreneurship Next Fall?

I often hear from teachers that they are unsure about teaching entrepreneurship in their classrooms. I am here to let you know that if I can do it, you can too! Sure, you may not be an entrepreneur or have business experience but how many teachers are seasoned scientists or advanced mathematicians?

Teachers are masters of staying one step ahead and being able to break down the subject, so it is understandable and learnable by their students. So why not entrepreneurship? It is just like any other topic, you just have to do a little research and planning.

Here's 4 steps to help you get started with teaching entrepreneurship:

- **Start with the End in Mind** — what do you want the students to learn (business basics, presentation skills, the entrepreneurial mindset) or create (i.e. start and run a business or give elevator pitch or presentation of a business idea).
- **Time vs. Money** — as a teacher, time and money are always limited resources. You need to determine whether you want to spend the time to create a curriculum or the money to purchase something that is already being used. Everyone's style of teaching is different so if you are going to purchase something, make sure it fits your style of teaching. See if they have some free samples so you can review what you will be getting before you purchase.

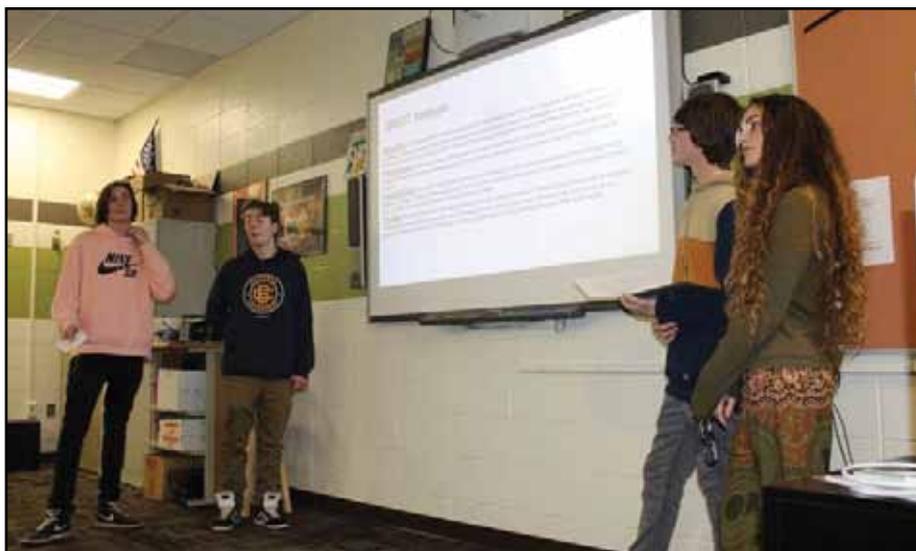
Also, you may want to see if they have any teacher training available.

- **Don't Procrastinate** — You already know this but the earlier you start, the better prepared you will be for the fall. Start researching what your options are so you can be well informed and make the best choice for you and your students.
- **Find another teacher in your district** or area who may want to teach entrepreneurship also (or whom may already be teaching it). This is a great way to learn. You can divide the content and teach each other. This will make it more fun and less work for each of you.

Hopefully, these 4 items will get you thinking about your fall semester, especially if you are thinking about including entrepreneurship. E-seedling does provide a full experiential youth entrepreneur curriculum that is being used in both middle and high schools in 16 states and 7 countries. You can learn more about the curriculum on the Eseedling website at:

[www.eseedling.com/
youth-entrepreneur-curriculum](http://www.eseedling.com/youth-entrepreneur-curriculum)

Julie Ann Wood is an entrepreneur, author, trainer and speaker who has been teaching youth entrepreneurship for over 10 years. You can learn more about Julie and the youth entrepreneur curriculum at eseedling.com



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From Do-It-Yourself guides, complete lesson plans, engaging activities, to turn-key youth entrepreneur programs. E-seedling is your source for Teaching Youth Entrepreneurs.

In this issue we are featuring more winners and honorable mentions from our annual Middle School and High School "Dream Career" essay contest. All winners and honorable mentions were listed in the Winter 2019, Volume 1 issue. You can access previous issues of Teaching Today WI on our website at: www.teachingtodaywi.com.



Essay Contest HIGH SCHOOL WINNER

Everything theirs isn't

Jordan G.
Arrowhead Union High School

My mother stresses over another potential client. She works for herself now, recently parted from her boyfriend's landscaping business. Cleaning houses and doing chores people would rather not do for themselves, she continuously looks for more cleaning jobs to cover rent by herself. She doesn't have savings to fall back on, and will need to work until the day she physically cannot. She tells me with a sad look in her eyes, "I never expected to be cleaning houses when I was your age." She has worn hands, reddened by the scrubbing, and she cleans more toilets than I ever hope to touch in my life. My dream career is everything hers isn't.

One of the cooks I work with scrambles around the kitchen, doing his best to keep up with the bustle of the night. He does the job of many, cranking out food despite the time limit

he has. The dishes pile up because we don't have our dishwasher there to help tonight. I work around him, prepping my own food, already knowing it will be busy tomorrow. He accidentally makes a mess, muttering to himself as he works around it, lacking the time to clean up until later into the night. Later, he puts things away in the wrong spots and takes shortcuts so he can leave earlier, earning mutters and grumbles from the rest of us. My dream career is everything his isn't.

One of my managers at my second job complains of leg pain. She worked twelve hours already today when she wasn't even supposed to be. She was filling in for another manager who decided he couldn't make it. She hasn't had a break because they've been busy, she tells me. I cover for her the best I can while she gets her first bathroom break in hours. She's worked here for 9 years and barely has anything to show for it (other than the leg pain). We're overworked and our business is understaffed. Communication is horrible and the tension between managers is a constant. My dream career is everything this one isn't.

My father works late into the night or early in the morning. He gets time off to see my brother and me every other weekend, and to see our half brother during the week. He gets full coverage and a nice pay, and he has retirement savings. He works hard and



his efforts are recognized—but he's tired most of the time. He does hard labor with his hands, welding together metallic skeletons for amusement attractions or zoo exhibits. He has interesting stories to tell, but his apartment is small and barely fits us my brother and me while we're there. My dream career is some of what his is and some of what his isn't.

My dream career will be fulfilling, something I can be proud of and brag about to my family and friends. It will allow me to live without having to take shortcuts. It will allow

me to afford the necessities of life, and will leave me with savings that will keep me going after retirement. My dream career will allow me to have time outside of work, to catch up with friends and family. It will be with people who aren't overworked and who are appropriately compensated for what they do. It will help me move forward in life instead of holding me back. My dream career will be something that gives me purpose, and I cannot wait to find it.



Essay Contest HIGH SCHOOL HONORABLE MENTION

Penologist

Rilee W.
Prairie du Chien High School

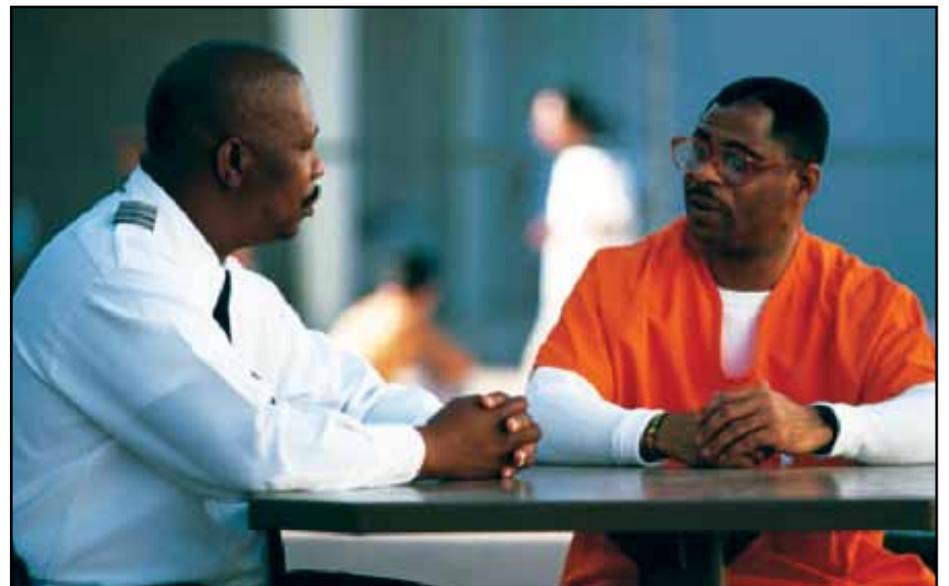
Some people need more help than others. I was once one of those people. When I was younger, six years old to be exact, I was diagnosed with Obsessive Compulsive Disorder. When people think of OCD, they think of excessive cleaning and organizing, but there is much more to it than that. You never learn about the bad thoughts, the constant washing of hands, or the obsession with collecting things. My mother had no idea what was wrong with me because my form of OCD was so complex. I had to start seeing a therapist who ultimately diagnosed me.

My therapy experience when I was younger somewhat sculpted my thoughts about my future career. At first, I was very uncomfortable with my weekly encounters. I remember sitting on a suspicious couch in a bland white room, telling my deepest thoughts

to a rude middle-aged man who seemed judgmental, even though he's not supposed to be. A therapist should be someone you know you can trust, someone who tries to make you feel comfortable, not make you feel wrong. I want to be the therapist that people know they can confide in. Everyone needs someone to talk to and I would love to be there for those who don't have anyone. I want to be able to make people comfortable unlike how I felt when I was younger. My uneasy experiences are part of the reason I would love to become a penologist.

A penologist is basically a therapist, but for inmates at a prison. This job helps rehabilitate those who have been incarcerated. My job would be to ready them for their return back to society. I would be a good candidate for this job because of my past experiences. I can relate to the job and I can be the therapist I never had. I am currently enrolled in the Intro to Criminal Justice class that my school provides. I have always found crime very intriguing. I love studying serial killers and learning about current crime like school shootings, sex trafficking, and kidnappings. My interest in crime and criminals would help me very much with dealing with inmates.

In order to pursue my dream job as a penologist, one would need either a Bachelor's Degree in justice administration, criminal



justice, or psychology. I am planning to major in psychology when I get to college next year. My junior year, I took human psychology, and this year I am currently taking AP Psychology. The brain is more intricate than I could have ever imagined and I would love to learn what is different in each inmate's brain.

I know that following my dream is going to take a lot of dedication. I have already taken the first few steps of my journey by taking the

related classes that my school has to offer. In these classes I have already learned so much that I did not know. The next step is college and I am more than excited to continue learning about my favorite subject. I cannot wait to succeed in the future with my dream job, like I know I will.



Essay Contest HIGH SCHOOL HONORABLE MENTION

Meant To Be a Farrier

Braylyn Q.
River Ridge School District

Even though I will probably get a lot of bruises from getting kicked by a 1200 pound animal, I would still love to be a farrier. Being a farrier requires a lot of hard work, but I think it would still be quite fun. As a farrier, it would allow me to work with horses every day, and I would love to do that for my career.

Getting To Know My Horse

I love being around all kinds of animals, but horses are my favorite. Right now my family owns six horses. My horse's name is Rio. He is a gray Quarter Horse, my favorite thing to do while riding him is gallop. Feeling the wind blow into my face while galloping across a wide open hay field, is the best feeling ever. I would like to be a farrier because being with horses all day long would be a lot of fun.

What a Farrier Does

Farriers are specialists in equine hoof care. They trim and balance horses hooves then put shoes on if needed. A farrier's daily routine is hoof trimming and shoeing. It's

important to trim each hoof so it retains proper orientation to the ground. Other tasks for the farrier are dealing with injured or diseased hooves. As a full time farrier, I would make about \$92,623 per year! I don't want to have to go to college for a too many years and that's all I would have to do! In order to be a farrier you have to have a four-year apprenticeship with an Approved Training Farrier. You need to be physically strong and have good practical skills. You need to be able to communicate well with the horse's owner and veterinarian.

Supplies That I Will Need

A lot of farriers have a tool kit that is full of useful tools to make their job easier and also helps keep the horse's hooves in good condition. The farrier's rasp is a multi-purpose tool that all farriers use. It's basically a nail file for horses. It enables the farrier to keep the horses hooves even and level. A farrier's knife cuts out excess in certain areas of the horse's hoof. Horseshoe pullers can remove the horse's shoe or shoes if necessary. An anvil is something all farriers need in order to mold the horse's shoes so they fit on their feet correctly. Those are just some of the major tools there are many more.

Being a farrier requires a lot of hard work, but I'm willing to put in everything I've got! I'm also willing to work with any horse! Overall, being a farrier would be fun, and I would get paid a lot of money. I would also be doing what I love! If you own horses, I hope you'll be one of my customers in the future.



WISCONSIN PUBLIC SCHOOL TEACHERS: Here's your chance to help your students strut their creative stuff! WEA Member Benefits is now taking submissions for our fourth annual student art contest.

We are looking for uplifting and inspiring artwork. We accept any painting, drawing, or photograph suitable for display throughout our building that can be framed and hung on a wall.

WHO MAY ENTER: Students must be enrolled in grades K-12 in a Wisconsin public school at the time the piece is submitted. All work must be the original work of the student.

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“If your actions inspire others to dream more, learn more, do more and become more, you are a leader”

— John Quincy Adams

Middleton-Cross Plains Area School District's Sustainability Efforts

All 10 District schools have achieved multiple Energy Star rating awards

- District was named U.S. Department of Education Green Ribbon award recipient in 2015.
- Four District schools have been named Green Ribbon award recipients (most for any school district in the United States):
- Middleton High School: 2012
- Park Elementary School: 2014
- West Middleton Elementary School: 2016
- Kromrey Middle School: 2017

Highlights:

Middleton-Cross Plains Area School District Selected as a Green Ribbon Schools District Sustainability Award Winner

The district was among only 14 nationwide to receive the 2015 U.S. Department of Education Green Ribbon Schools District Sustainability Award.

The Middleton-Cross Plains Area School District (MCPASD) over the last ten years has



upgraded its schools to be energy efficient. All ten schools have received Energy Star status since 2007, which saved over \$2.7 million in energy cost avoidance since 2004.

Recently, an inefficient Kromrey Middle School, which had mold issues has been replaced with a new building that has geothermal heating and cooling. Moreover, a fifth grade addition to Glacier Creek Middle School has also incorporated geothermal heating and cooling. Many energy efficient, water saving, and healthy choices have been incorporated in both building projects.

MCPASD Transportation Services have also replaced inefficient, old buses with energy efficient models. The transportation department has incorporated software for optimal routing

and has reduced idling in order to decrease pollution and fuel use. Four suburbans have been made available for use with small groups to conserve fuel.

Middleton High School (MHS) and both middle schools have included solar hot water; Clark Street Community School and MHS have demonstration solar panels (energy for one classroom)

for environmental education. MHS has a permeable all-season turf with rainwater storage for infiltration and stormwater reduction. MCPASD is in the top 25% of energy efficient districts in the United States.

Spring Volume 2, 2015, Page 10

Kromrey Middle School — A Sustainability Star in New Construction and Old

Located within the Middleton-Cross Plains Area School District, Kromrey Middle School is an example of what happens when a school district and community embrace sustainability. The vision and concept for the new Kromrey Middle School building, constructed in 2013, was a direct result of the recognition received within the district for other sustainability initiatives. During design and construction, the school chose to invest dollars that could have been spent on LEED certification into additional green technology.

The school was awarded ENERGY STAR certification in 2016 with a score of 91, and U.S. Middle School Design Project of the Year 2016.

Fall Volume 1, 2017, Page 4

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West Middleton Elementary School

West Middleton Elementary School has been a model site in the Middleton-Cross Plains Area School District for energy use and chemical reduction, outdoor learning environments and student sustainable initiatives such as composting cafeteria food waste that benefit the environment and school community. The school strives to provide relevant and engaging place-based learning opportunities for students to develop life-long habits, problem solving skills and strategies. West Middleton is working to create a sustainable structure in the pillars and elements to provide for a per-

manent shift in school culture towards daily healthy habits and sustainability practices. In addition to the new facility, the Kromrey community is working to transform the habits of students and staff. In 2015, the school received the Wisconsin Technology Education Association Middle School Program of the Year, and was named Best Place to Work by Madison Magazine in its annual rankings in 2015.

In the third year occupying the new building, the 170 staff members are transforming the educational program to enhance learning for the 1,150 students in grades five through eight, and to use the building and school site as a teaching tool. Kromrey is working to create a permanent shift in school culture toward daily healthy habits and sustainability practices.

Kromrey has a history of reducing environmental impact. Even before construction of the new facility, the school achieved ENERGY STAR recognition in its old facility each year from 2008–2013. Many steps have been taken to create a modern facility that incorporates sustainable practices and features. The new building has geothermal heating and cooling, solar hot water, and LED or fluorescent lighting plus daylighting to reduce the need for artificial lighting. More than a quarter of the landscaping is native, and building materials were sourced locally wherever feasible. There are many places inside and outside the school for students to gather in natural lighting and with views of nature, including an outdoor amphitheater and a living wall on the edge of a nature conservancy. The school has received recognition as a Sugar Maple school, the highest recognition possible from Wisconsin Green & Healthy Schools. The Student Council, comprising approximately 60 students from diverse backgrounds, is working with students and teachers to incorporate everyday environmental impact reduction techniques and make the best use of the resources of the new facility.

Fall Volume 1, 2017, Page 4

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manent shift in school culture towards daily healthy habits and sustainability practices. Located in Verona, Wisconsin, this suburban public elementary school has documented significant achievement in all three pillars of U.S. Department of Education Green Ribbon Schools.

West Middleton has achieved an Energy Star rating in 2008–2015 and is one of the most highly rated energy star schools in the Middleton-Cross Plains district in 2015. Staff

Continued on Page 10

Green Ribbon Schools Saving Energy

Oregon Middle School is a Green Ribbon School!



Forty percent renewable energy generated on-site

Oregon School District

At Oregon Middle School (OMS), the motto is: "Learning for ourselves, each other, and the world." Located in a suburban Dane County community, the 570 seventh and eighth grade students are encouraged to show respect, responsibility, and empathy by asking meaningful questions, thinking independently, working collaboratively, taking ownership of their actions, advocating for equity and social justice, and serving their community. These guiding principles serve as the foundation of the initiatives throughout the school that result in reducing environmental impact and costs, improving health and wellness, and increasing environmental and sustainability literacy.

The school generates 40 percent of its energy needs from on-site renewable sources, including geothermal and a 198 panel solar array electric added with the construction of a facility addition in 2014. Hallway lights are on motion sensors. New classroom lights are LED and on motion sensors. In older classrooms, where lights haven't yet been replaced, teachers use only half the lights in the room, which provides sufficient lighting.

Students and staff participated in "Cool Choices for Schools," and are now considerably more aware of measures for and effective at conserving electricity in school and at home. Staff members have removed personal refrig-

erators and use desktop task lighting. Students monitor building energy use and use a solar charging station for personal devices. Low-flow plumbing fixtures are used in bathrooms. Future goals include adding additional solar panels, purchasing green power, and further reducing paper use.

In the cafeteria, the school implemented composting and recycling, complete with waste sorting bins. Students sort their waste and food scraps and napkins are composted on site. Milk cartons are recycled instead of being put into the garbage. Outside, the school uses dripline garden watering, planted live landscaping, restored a prairie and forest, and established a food garden and fruit tree orchard. Parking lot lights have been replaced with LED. No-idling signs in the drop-off and pick-up loop help to encourage better air quality and reduce fuel use.

For the past fifteen years, OMS has been implementing their green and healthy initiatives for which they have received numerous awards, recognitions, and grants including: Let's Move Active Schools 2015 National Award; Alliance for the Healthier Generation National Bronze Level Award 2015, 2017; Wisconsin School Health Award - Gold Level 2015, 2016, 2017; Sustain Dane Metcalf Garden Leadership Award 2012; Wisconsin Department of Natural Resources Urban Forestry Grant; and a 2010 Alliant Energy Foundation Grant. In 2017, OMS was selected as the Green and Healthy Schools Fall Solutions Summit host school. The Wisconsin Center for Environmental Education News to Note featured their work in 2014, and the Wisconsin State Journal reported on their new greenhouse in 2011.

Teachers of science, health, English, art, and technical education classes collaborate to advance environmental literacy and sustainability. Through multiple courses and a number of activities, students explore

concepts of climate change and energy production and usage. Students understand how resource use directly affects earth systems, and that alternative choices, now and in the future,

can preserve those earth systems. Eighth grade science and tech students experiment with solar panels and power generation. Students learn how alternative energies such as wind, geothermal, and solar reduce climate and health effects. Students use the live data from the school's solar panel array to see how much energy the school is using. In addition, students do mathematical power conversions and learn how to reduce energy usage both at school and at home. Engineers from the Department of Natural Resources, Madison Metropolitan Sewerage District, and Dane County Landfill are guest lecturers in science and tech classes. Students use outdoor classrooms in the prairie, forest, and food garden for many of these classes. Seventh grade students work on the restoration and expansion of the school forest, and have planted over 3,000 trees in the past three years.



In 2017, a new addition, comprising three new science rooms, complete with a 50-foot greenhouse and a new technology education shop, was opened at OMS. In the greenhouse, students grow native prairie and woodland plants for local restoration projects. The outdoor gardens provide produce for a summer school gardening and cooking programs and donations to the local food pantry. During summer school students grow, sell at a roadside stand, and cook produce from the garden.

Source — U.S. Department of Education

www.oregonsd.org
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West Middleton Elementary School

Continued from Page 9

and students conserve energy by using one bank of lights or daylighting only, rather than two or more to teach and learn. In addition, teachers keep their doors closed to maintain room temperature and prevent heating and cooling of the school hallways. Classrooms also operate on a heating and cooling schedule and use motion sensors to ensure efficient energy usage when occupied and unoccupied. West Middleton teachers have recycling bins in each classroom. Students are taught proper recycling habits to utilize in the classroom and the lunchroom. A milk carton recycling program has been implemented to properly dispose of hundreds of milk cartons used each

day plus food waste is composted and kept from the waste stream. In addition, students go through their lunches and donate unopened milk and packaged food to the local food pantry. West Middleton has a \$737/month cost avoidance due to their school-wide recycling program that keeps over 50% of discard out of the landfill.

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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 reducing 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 620,000 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

www.npsd.k12.wi.us
(715) 479-6487



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, 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."

Source: WJFW

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Energy Career Clusters

Engineering

An engineer is someone who likes to solve problems. They can help make the nation's electricity usage more efficient and more reliant on clean fuels.

Architects

Plan and design structures like homes, offices, theaters, factories, and other buildings.

Civil Engineers

Use engineering to plan and design construction projects, like roads, bridges, airports, water and sewage systems, and other facilities.

Electrical and Electronic Engineering Technicians

Work under the direction of engineers. Design, build, or repair electrical equipment, like circuitry or components. As companies look for ways of reducing utilities costs, new employment opportunities may arise for engineering technicians who can recommend solutions for improving production efficiency.

Electrical Engineers

Use engineering to research, design, develop, or test electrical equipment and systems. May oversee the manufacturing or installation of systems. Talents may be applied to connecting wind farms and solar panels to the grid. Career specialties include energy engineers and photo-voltaic (solar cell) systems engineers.

Electronics Engineers

Use engineering to research, design, develop, or test electronic components and systems for commercial, military, or scientific use. May design electronic circuits for things like telecommunications or aerospace controls.

Industrial Engineering Technicians

Work under the direction of industrial engineers to design processes to make better use of resources at work sites. Design the layout of an industrial or manufacturing workplace to make production more efficient.

Mechanical Engineers

Use engineering principles to design tools, engines, and other mechanical equipment. Oversee installation, operation, and equipment repairs. Can identify efficiency opportunities in commercial and industrial facilities and calculate estimates of savings.

Nuclear Engineers

Conduct research on nuclear energy and nuclear waste disposal. They work on problems related to how nuclear energy is used, and how to dispose of nuclear waste.

Stationary Engineers and Boiler Operators

Run or maintain equipment that provides utilities to building such as power plants, schools, hospitals, and residential buildings.

Installation and Repair Careers

Installers and repairers are essential to the energy industry. They install, inspect, test, and repair electrical or mechanical equipment.

Control and Valve Installers and Repairers

Install, repair, and maintain devices that regulate processes in buildings. This includes things such as electric meters, gas regulators, thermostats, and safety valves.

Electrical and Electronics Repairers of Commercial and Industrial Equipment

Repair, test, adjust, or install electronic equipment such as industrial controls, transmitters, or antennas.

Electrical Power-Line Installers and Repairers

Install and fix cables and wires that are used in electrical power or distribution systems. May put up poles and transmission towers, identify and fix defects.

Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Work on heating, cooling, and ventilation systems in home and office buildings. May repair or install HVAC equipment. As demand for energy-efficient equipment grows, HVAC mechanics can become involved in the installation and maintenance of small scale renewable technologies.

Industrial Machinery Mechanics

Repair, install, or adjust manufacturing equipment. May take machinery apart when there is a problem and repair or replace broken equipment. As demand for energy increases, new employment opportunities can arise for machinery mechanics that can repair, install, or maintain wind farms and pipeline distribution systems.

Installation, Maintenance, and Repair Helpers

Assist maintenance workers with installation, maintenance, and repair work. May supply tools or clean work areas. Some workers may be employed in the energy industry in maintaining and repairing plumbing, heating, or residential and commercial electrical systems to make use of solar-derived hot water.

Powerhouse, Substation, and Relay Electrical and Electronics Repairers

Inspect and maintain electrical equipment in power generating stations, substations, and in-service relays. This occupation can be involved in solar installation and maintenance.

Solar Photovoltaic Installers

Install and maintain solar photovoltaic systems on roofs which convert energy from the sun into electricity for homes and businesses. PV Power Systems engineers drive the development and implementation of highly efficient grid-connected systems for Concentrated PV technologies. Electrical Engineers can be LEED-certified and work on sustainable projects or with an architectural firm.

Supervisors of Mechanics, Installers, and Repairers

Directly supervise the activities of workers who maintain or repair various machines, equipment, vehicles, or buildings. May be employed in electrical generation facilities to coordinate the activities of inspectors, machine setters and operators, and plant operators.

Wind Turbine Service Technicians

Inspect, adjust, or repair wind turbines. They may correct electrical, mechanical, and hydraulic problems.

Production Careers

Production workers in energy are mostly employed in power plants, often combining the duties of operators and technicians. Due to their high technical skills and union contracts, these workers can earn double the salary of what their counterparts in other industries earn.

Chemical Equipment Operators

Operate equipment to control chemical changes or reactions during a production process. May work on devulcanizers, steam-jacket kettles, or reactor vessels.

Chemical Plant and System Operators

Operate systems of machines that control entire chemical processes.

Gas Plant Operators

Distribute or process gas for utility companies by controlling compressors to maintain specified pressures on gas pipelines.

Nuclear Power Reactor Operators

Operate or control nuclear reactors. May start and stop equipment, monitor controls, and record data. Use emergency procedures when necessary.

Petroleum Pump System and Refinery Operators

Operate systems that refine petroleum. May specialize in certain types of systems, gauging or testing oil in storage tanks, or regulating the flow of oil into pipelines.

Power Plant Operators

Operate machinery to generate electric power. Monitor power plant equipment to watch for problems. Adjust controls to regulate the flow of power between generating stations and substations.

Supervisors of Production and Operating Workers

Directly supervise and coordinate the activities of production and operating workers employed in production plants. Oversee inspectors, precision workers, machine setters, fabricators, and plant and system operators.

Welders, Cutters, Solderers, and Brazers

Weld or join metal pieces together using hand-welding, flame-cutting, or brazing tools. May fill holes, dents, or seams of fabricated metal products. May be employed in the construction of gas pipelines, new power plants, and maintenance of existing facilities.

Construction Careers

Since saving energy is as important as generating energy from scratch, all careers involved in energy-efficient construction and building operations belong to the energy sector. Some construction workers, like plumbers and pipelayers, can be employed in utilities as well as in commercial and residential building retrofitting.

Construction and Building Inspectors

Inspect structures to make sure that building codes are met through all phases of construction. Use engineering skills to confirm buildings are structurally sound. May look at a whole building or review a specific area, such as a building's electrical system. May be employed as home energy auditors to inspect homes or commercial buildings to identify conditions that cause energy waste and suggest actions to reduce waste.

Construction Managers

Plan, direct, and oversee the work of people who are building and maintaining structures. Manage scheduling, budgeting, and organization of the work. Assure the work is completed on time and within budget.

Electricians

Install and repair electrical wiring in homes and businesses. Assure that work is in compliance with various codes. May install street lights, intercom systems, or electrical control systems.

Plumbers

Work with pipelines that carry water, air, or other liquids or gases. Workers may be involved in the construction of gas pipelines or in redesigning plumbing systems to make sure of solar-derived hot water.

Source: O*NET Online — www.onetonline.org

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Specializations

Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through master's degree or doctorate degree preparation.

- **Infection Control Nurse** — distributes information to hospital personnel on communicable diseases and coordinates hospital infection control program.
- **Community Health Nurse** — applies nursing skills in the community by instructing individuals and families about health education and disease prevention.
- **Public Health Nurse** — applies knowledge from nursing, social science and public health to promote and protect the health of individuals, families and communities.
- **School Nurse** — contributes to the development of health plans and school health programs to protect and promote the health of students and persons who work with students.
- **Correctional/Jail Health Nurse** — contributes to the development of health plans

and programs to protect and promote the health of inmates and persons who work with inmates.

- **Occupational Health Nurse** — applies nursing skills in the work environment by caring for and offering education to employees.
- **Nurse Practitioner** — gives general care and treatment to patients and consults with physician on patient care. May specialize in particular area such as neonatal care.
- **Nurse Midwife** — delivers babies and gives medical care and treatment to pregnant mothers under supervision of an obstetrician.
- **Nurse Anesthetist** — administers anesthetics to patients as prescribed by an anesthesiologist.

Education and Training

- Students must graduate from and accredited Nursing school and receive either an Associate's Degree in Nursing (ADN), which usually takes 2 years OR a Bachelor of Science Degree in Nursing (BSN), which usually takes 4-5 years to complete.
- Curriculum might include: Nursing fundamentals, Nursing pharmacology, Nursing-health promotion, and Nursing management concepts.

- Supervised clinical experience is provided in hospital departments such as Pediatrics, Psychiatry, Maternity, and Surgery.
- All states require periodic renewal of license, which may involve continuing education.

Helpful High School Courses and Experiences

- Students should take a college preparatory curriculum.
- Helpful high school courses would include biology, chemistry and physics, anatomy & physiology, Medical Terminology, and psychology.

Advancement Opportunities

- Advancement opportunities are often broader for those who have a Bachelor's (BSN) or Master's Degree (MSN).
- Some go into teaching or research or do advanced degrees to become nurse specialists or nurse practitioners.
- All four advance practice nursing specialties —(1) Clinical Nurse Specialist, (2) Nurse Anesthetists, (3) Nurse Midwives, and (4) Nurse Practitioner require at least a Master's Degree. Most programs last about 2 years and require a BSN degree. In Wisconsin one MUST have a BSN to go on for a Master's Degree (MSN). Some

programs require at least 1 to 2 years of clinical experience as an RN for admission. Upon completion of a program, most advanced practice nurses become nationally certified in their area of specialty.

- The advanced nursing program option of Master's Degree Nurse Practitioner is transitioning into the Doctor of Nursing (DNP).

Salary

- Typical Salary Range (2014) (Wisconsin): \$50,000 to \$87,800 per year.
- Typical Salary Range (2014) (National): \$45,900 to \$98,900 per year.
- Head Nurse: Average: \$90,450
- Nurse Supervisor: Average: \$79,640

Employment Information (Wisconsin)

- Number Employed in 2012: 57,990
- Expected Employment in 2022: 65,940
- Percent Employment Growth (2012-2022): 14%
- Expected Annual Openings: 1,920

Source: Wisconsin AHEC Health Careers Information Center

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Website: MeemicFoundation.org/PopInWinners.

Art Works: Arts Education

The National Endowment for the Arts' (NEA) vision for Arts Education is that every student is engaged and empowered through an excellent arts education. Arts Education funding is focused on students. Projects are for prekindergarten through grade 12 students, the educators and artists who support them, and the schools and communities that serve them.

Awards range from \$10,000 to \$100,000.

Deadline: Applications are due July 11, 2019.

Website: www.arts.gov/grants-organizations/art-works/arts-education

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agriculture, and the environment. Priority is given to arts-in-education programs and community education.

Grants up to \$10,000 are awarded.

Deadline: Applications are accepted year-round.

Website: harrychapinfoundation.org/apply/

Arts in Education and Sapling Grants

The Laird Norton Family Foundation offers Arts in Education and Sapling Grants that focus on children, youth, and education. Funding aims to increase and improve pre-kindergarten through grade 12 arts learning in US public schools. Programs that enhance students' educational outcomes and integrate the arts within content areas receive priority.

Deadline: Information forms are accepted year-round.

Website: www.lairdnorton.org

SCA Grants

Sony Corporation of American and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

Deadline: Requests are accepted year-round.

Website: www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html

Project Produce: Fruit and Veggie Grants for Schools

The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

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

Emeril's Culinary Garden and Teaching Kitchen Program

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. Emeril's Culinary Garden and Teaching Kitchen Program partners with qualified elementary and middle schools to inspire appreciation for food sources and understanding of nutrition and healthy eating, promote life skills, and teach culinary skills.

Deadline: Letters of Interest are accepted year-round.

Website: emeril.org/emerils-culinary-gardens/schools

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants are awarded to classroom teachers in prekindergarten through grade 12 to encourage innovative use of technology and other tools for effective teaching and meaningful student learning. Eligible grant expenses include materials such as books, calculators,

tablets, computers, or related equipment, as well as professional development in the use of the designated tools and technology.

Grants up to \$3,000 are awarded.

Deadline: Applications are due May 3, 2019.

Website: www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29

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

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms.

Deadline: Applications for requests less than \$5,000 are due March 1, June 1, September 1, and December 1, 2019. Requests for grants of \$5,001 and greater are due May 1 and November 1, 2019.

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

Innovative Technology Experiences for Students and Teachers

The Innovative Technology Experiences for Students and Teachers (ITEST) program promotes prekindergarten through grade 12 students interests and capacities to participate in the science, technology, engineering, and mathematics (STEM) and information and communications technology (ICT) workforce of the future.

Exploratory grants of up to \$400,000 with durations of up to two years. Strategies grants up to \$1.2 million with durations up to three years are awarded. SPReAd grants up to \$2 million with durations of three to five years are awarded.

Deadline: Full proposals are due the second Wednesday in August, annually.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467

American Honda Foundation Education Grants

The American Honda Foundation supports education with a specific focus on the areas of science, technology, engineering, and mathematics (STEM); the environment; job training; and literacy. It engages in grant making that reflects the basic tenets, beliefs, and philosophies of Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, scientific, humanistic, and innovative.

Awards range from \$20,000 to \$75,000 over a one-year period.

Deadline: For new applicants, applications are due February 1 and August 1, annually. For returning applicants, applications are due May 1, annually.

Website: www.honda.com/community/applying-for-a-grant

Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life.

Most awards range from \$5,000 to \$50,000.

Deadline: Applications are accepted year-round.

Website: saxenafoundation.com/guidelines/

Minigrants for Youth Amateur Radio Groups

The primary focus is to support programs and projects for youth that enrich the experience of radio amateurs under the age of 18. Minigrants are made for the following types of projects: securing equipment for antennas for club stations; purchasing training materials; and local service projects that bring favorable public exposure.

Grants up to \$1,000 are awarded.

Deadline: Grant requests are accepted year-round.

Website: www.arrl.org/the-victor-c-clark-youth-incentive-program

Roads to Reading Literacy Initiative Grants

The Roads to Reading Literacy Initiative (RTRLI) provides grants of new children's books as educational resources to schools, child-care centers, and nonprofit organizations serving children in need from birth to age 16.

Deadline: Applications are accepted from April 1 through June 1, annually.

Website: pwirtr.org/register

Amber Brown Grant

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

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

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

Student Contests and Awards

Meemic Masterpieces Art Contest and Grant Opportunity

Join The Meemic Foundation in showcasing artistic ability by encouraging grade K–12 students to enter our fourth 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! Deadline is March 29, 2019. Get the full details and rules at our website below.

Website: MeemicFoundation.org/Masterpieces.

Lemelson-MIT InvenTeam Grant Competition

InvenTeams composed of high school students, teachers and mentors are asked to collaboratively identify a problem that they want to solve, research the problem, and then develop a prototype invention as an in-class or extracurricular project. The maximum grant award is \$10,000. InvenTeam projects span many fields from assistive devices to environmental technologies and consumer goods. Applicants are encouraged to consider

needs of the world's poorest people (those earning \$2/day) when brainstorming invention ideas.

Deadline: Apply by April 8, 2019.

Website: lemelson.mit.edu/inventeams

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 help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system.

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, 2019.

Website: www.projectparadigm.org/rules

American Association of Physics Teachers High School Physics Photo Contest

For many years, 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. Students compete in an international arena with more than 1,000 of their peers for recognition and prizes.

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

Website: aapt.org/Programs/photocontest/index.cfm

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. For the contest, artwork is accepted from K–12 students in public, private

and home schools.

Deadline: Entries for most states due March 15, 2019.

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

Science Without Borders Art Challenge

This year's Science Without Borders Challenge from the Khaled bin Sultan Living Oceans Foundation asks students ages 11-19 to enter artwork on the theme, "Connected Ocean: No Barriers, No Boundaries, and No Borders." The contest is designed to get students and teachers more involved and interested in ocean conservation through various forms of art.

Deadline: Submissions due April 22, 2019.

Website: www.livingoceansfoundation.org/education/science-without-borders-challenge



Summer Research Education Experience Program

The purpose of the National Institutes of Health (NIH) Summer Research Education Experience Program is to provide a high-quality research experience for high school and college students and for science teachers during the summer academic break. The overarching goals of the program are to support education activities that foster a better understanding of biomedical, behavioral, and clinical research and its implications.

Support for science teachers at the kindergarten through grade 12 and college level is limited to those programs with a clear plan for how teachers will utilize their summer experience in their teaching during the school year.

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

Optional Letters of Intent are due 30 days before the deadline. Applications are due January 25, May 25 and September 25, annually.

For questions regarding application instructions and process:

Phone: 301.945.7573

Email: grantsinfo@nih.gov

To submit optional Letter of Intent:

Abraham Bautista, Ph.D.

Phone: 301.443.9737

Fax: 301.443.9737

Email: Abraham.bautista@nih.gov

Artists Inspire Astronauts

Space for Space Art in Kennedy Space Center's Astronaut Crew Quarters

The goal of this challenge is to create an inspiring environment for astronauts before they head out on space missions. NASA's Kennedy Space Center is seeking submissions for original artwork to be displayed on a wall within the Astronaut Crew Quarters. The area is one of the last places astronauts will spend time before heading for the launch pad. Artwork on display may be visible during NASA video coverage of crew departure.

Deadline: April 30, 2019

Website: challenge.gov/a/buzz/challenge/998/ideas/top

NPR Student Podcast Challenge

NRP has launched the first-ever NPR Student Podcast Challenge. It's a chance for teachers and students in grades five through 12 to turn their classrooms into production studios, their assignments into scripts and their ideas into sound. Here's how it works: You'll produce a podcast, three to 12 minutes long. You don't need a lot of fancy equipment or a studio — you should be able to do this with just a smartphone and a computer, with easily

available software. And you don't need to be an expert in radio production: We'll offer lots of help for students and teachers along the way.

Deadline: The contest opened up to entries from teachers on Jan. 1, 2019, and will close them on March 31.

Website: tinyurl.com/y84ujs2w

Siemens Possibility Grant

Enter the Possibility Grant Sweepstakes daily for your chance to win \$10,000 for STEM at your K–12 school! "Fab" your lab with the latest and greatest gadgets, or purchase top-tier technology and supplies for STEM students.

Deadline: Contest closes 5 p.m. April 27, 2019.

Website: www.siemensstemday.com/sweepstakes

Outstanding Earth Science Teacher Awards

The National Association of Geoscience Teachers (NAGT) presents the Outstanding Earth Science Teacher Awards to K-12 educators who have made exceptional contributions to the stimulation of interest in the earth sciences. Ten national finalists are selected, one from each NAGT regional section.

Deadline: Nominations can be submitted by May 1, 2019.

Website: nagt.org/nagt/awards/oest.html

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, 2019.

Website: barronprize.org/apply

Craig Tufts Environmental Education Scholarship Award

The Craig Tufts Educational Scholarship Award is given annually to a young person between the ages of 8 and 18 to attend a week-long, summer outdoor educational adventure camp. The scholarship includes travel, room and board, and program fees for the award winner and an accompanying parent or guardian.

Deadline: Apply by 5 p.m. EST March 22, 2019.

Website: www.nwf.org/Educational-Resources/Education-Program/Craig-Tufts-Educational-Scholarship



Sending Kindness to Troops Overseas

Cedar Hills Fourth Graders Send Care Packages To Soldier Pen Pals

Oak Creek-Franklin Joint School District

Since the beginning of the school year, fourth-grade students from Cedar Hills Elementary have been working on an extraordinary project. The students have been exchanging letters with service members in the Army National Guard currently stationed overseas.

This unique project was created by fourth-grade teachers Ms. Tiffany Blaha and Mrs. Whitney Paige. “We started this project because we thought it would be a great learn-

ing experience for the students as well as an opportunity for the soldiers to keep a connection to home,” Mrs. Paige shares. Mrs. Paige’s brother, Trent, is a First Lieutenant in the Army National Guard. Before their deployment overseas, Trent and his platoon came to Cedar Hills to meet their future pen pals.

“We got to meet our pen pals last year, and we worked on a Venn diagram together to find out our similarities and differences,” fourth-grader Sophia explains.

The students have enjoyed exchanging letters with their pen pals. “I knew that sending the letters would lift spirits, but thought if we could come up with a

way to send packages to each soldier, that would be something they would really enjoy,” Mrs. Paige explains. Thanks to the generosity of the Cedar Hills community, each soldier received one of each of the eighteen items they requested and more. Warm socks, batteries, protein bars, and duct tape were among the list of supplies sent to the soldiers.

“The kids are so excited to send these pack-



ages to their soldiers. We all wish we could see the soldiers’ reactions when they open the boxes,” Ms. Blaha shares.

Each care package was decorated and assembled by their pen pals. “I am so eager to know what my pen pal thinks about the care package, and I can’t wait for him to write back,” fourth-grader Maya shares.

Mrs. Paige and Ms. Blaha hope this experience will be a memory that will forever be in the minds and hearts of their students. “I hope they learned the importance of recognizing and appreciating the military and all of the sacrifices that they, along with their families, make

on a daily basis for all of us,” Mrs. Paige says.

“I also hope they learned the importance of giving back and realize that every good deed, no matter how big or small, can make a difference in people’s lives,” Mrs. Paige adds.

The students will continue to exchange letters with their pen pals throughout the remainder of the school year.

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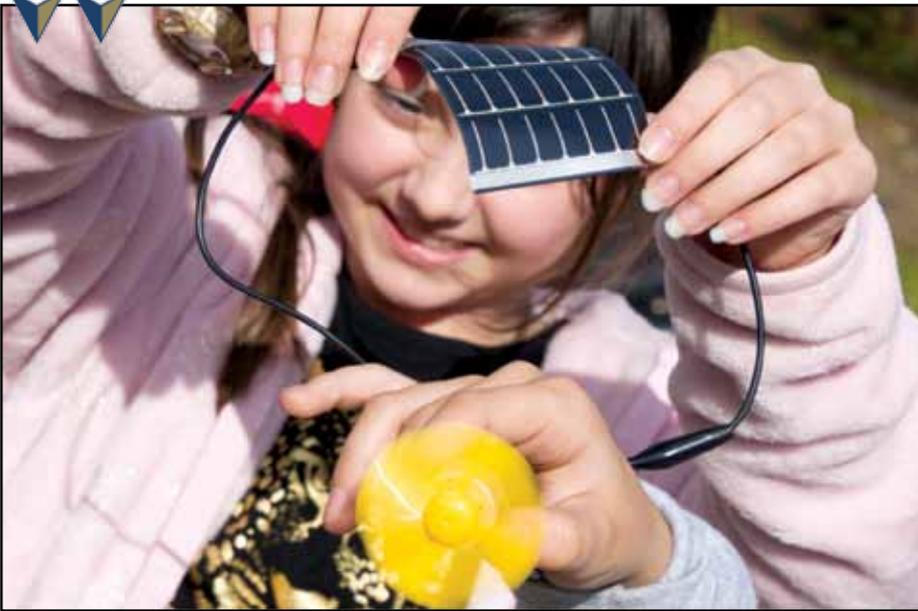
The Zoological Society and Kohl's Cares are on the road with Kohl's Wild Theater. A new line-up of fun, conservation-themed theater performances using drama, songs and puppetry is now available. Programs are free of charge within a one-hour radius of the Milwaukee County Zoo.

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Interactive Engineering Sparks Problem Solving Discoveries



Kenosha Unified School District

Along with their standard science curriculum, Kenosha Unified students are now learning science concepts in the context of engineering projects.

In hands-on elementary units, students learn about pushes and pulls through designing a pinball machine, light and sound through puppet theater engineering,

properties of materials through designing glue, environments and survival through snails, robots and biomimicry, energy conversions through studying a blackout in a fictional town, and earth systems by investigating water shortages.

“This generation of students seem to absorb and regurgitate more information through hands-on exploration,” Somers

Elementary School teacher Lisa Dresen said.

Somers student Makayla L. said science is more fun when it’s hands-on, and it offers opportunities beyond the classroom, too.

“I like to discover new things and think of other ways to use the tools, too,” she said. “It also makes me think about how all sorts of things work that we use every day.”

At the middle and high school levels, students also study the engineering design process, the impact of human activity on biodiversity and ecosystems, earth science and more.

This year, Lance Middle School eighth-graders studied energy and motion through designing a toy that demonstrates energy transfer.

Lance science teacher Kristie Heuser said anytime her students are engineering, they are challenged in a new way.

“At the start, we failed quite a few times, but it made us think a little more each time, think differently than we did before and try harder to make it work,” Lance student Nadia Gutierrez said.

Gutierrez’s group built a magnetic

levitation device as their toy, which displayed magnetic potential energy, kinetic energy and gravitational potential energy, she said.

“It feels really good to have something that works in the end,” Lance student Murphy Dever Koleno said.

Prairie Lane Elementary School teacher Amie Miller reminds her engineers that some of their designs may fail, but that’s OK. In fact, that’s what students like Tara C. like best – the challenge of experimenting and rebuilding.

“I like deciding different designs, and if one doesn’t work, I just come up with another one and another one and try to think of simpler ways to make everything work together,” student Nadir C. said.

www.kusd.edu
(262) 359-6300



Revolutionary Skills for Lifelong Success



Kenosha Unified School District

The advent of the fourth industrial revolution, commonly referred to as Industry 4.0, creates exciting opportunities for students entering a variety of career pathways, including advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and much more.

As Industry 4.0 emerges, the skills required by individuals employed in the industrial sector will change significantly.

More than ever before, industrial equipment will be electronically monitored, controlled, interconnected and networked, creating massive amounts of data to be used in analysis, process control and improvement.

Success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors and smart devices used to monitor and control production operations, industrial

automation, control systems, networking, network security, data analytics, and mobile and internet data communication.

In order to prepare today’s students to work for local companies, Kenosha Unified added two new courses for high school students focused on mechatronics and industrial control systems. In Introduction to Mechatronics, students will understand how industry utilizes mechatronics in advanced manufacturing. The Industrial Control Systems course introduces the basic concepts of industrial computer-controlled systems. Students also will explore various types of programming using robots and programmable logic controllers (PLCs).

“It is important to offer classes such as this for students to get hands-on learning,” Tremper technology education teacher Charlene Smith said. “The skills are real life job skills.”

For Indian Trail High School and Academy student, SkillsUSA president and Welding Club president Ben Riemer, being a part of his school’s first welding class, SkillsUSA and certification opportunities has been influential, and he feels like he’s grown along with the programs.

“I want future students to be able to keep the program going and help it grow even more than it has so far,” Riemer said. “It’s amazing to be able to get certified through school, and I know it’s going to help me a tremendous amount in my future.”

As a newer educator to KUSD, Indian Trail technology education teacher Thom Stapleman has been amazed by the talent and effort he sees in career technical education (CTE) leaders and teachers throughout the district.

“From top down, this is a special group of people here in Kenosha working hard to build up programs and train a variety of students,” Stapleman said. “I’m very thankful to be a part of it and excited to see how CTE will grow within all our schools helping to prepare students for their futures.”

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Wisconsin Superintendent of the Year Selected

School District of North Fond du Lac Superintendent Aaron Sadoff earns the 2019 Honor

The Wisconsin Association of School District Administrators is pleased to announce the selection of Aaron Sadoff as Wisconsin's 2019 Superintendent of the Year.

Sadoff has served for the past 10 years as Superintendent for the School District of North Fond du Lac, a growing, 4K–12 district serving approximately 1,450 students in the Fox Valley along Lake Winnebago. Sadoff's passion for creating a growth culture has attracted new staff and students, fueled innovations in technology and a charter school, and closed gaps for economically disadvantaged students.

Sadoff develops and serves a culture of happiness in the School District of North Fond du Lac so the district can recruit, retain and reward a world class staff, while working to prepare all students to be career, college and life ready. He believes the School District of North Fond du Lac is an example of how the science of happiness and positive psychology can revolutionize the way that organizations are working to best impact success of students, staff and the community. Sadoff is a certified national trainer in the Orange Frog principles of Shawn Achor, author of "The Happiness Advantage."

Under Sadoff's leadership, the district has increased its financial resources, kept class sizes down, increased enrollment to the district's highest level including +124 student open enrollment in, passed building referendum totaling \$29.5 million and is opening a new charter school, the Treffert Way for the Exceptional Mind in fall 2019. The district has increased business partnerships, added revenue-producing student courses and created a the Oriole Nation Booster Club for activities, arts and athletics that raised over \$160,000 in the past three years.

In the nomination for Superintendent of the Year, Board President Peter Chisholm said, "The Board is extremely proud of Aaron. He has done great things for our District. His greatest attribute is the culture he has fostered which attracts high quality educators and makes people want to move into our district so their children can attend our schools."

District Business Manager Maria Putzer called Sadoff's energy and passion for education remarkable. "He is a true leader and has led our District to become a destination District," Putzer said. District Buildings and Grounds Director Dave Mand cited Sadoff's "ability to always look for the good in everyone. He is excellent in bringing that out in



people without them even knowing it is happening."

Sadoff said he was humbled and honored to receive the award and called it a true team effort. "I am blessed to serve great students and families, an incredible staff, a visionary Board of Education and a community that appreciates and supports education," Sadoff said.

"Though my life I have learned that inspiring a culture where people know that what they think and do matters is the key to success," he added. "The happiness I receive from being involved in the creation of young people that are college, career and life ready and the ability to work with kind, hard-working, intelligent people on a daily basis truly make me feel that what I think and do matters. I get to go to school every day!"

Sadoff started his educational career as a teacher at Lincoln High School in Manitowoc. He also served as an educator in the Fond du Lac School District and as principal in the School District of North Fond du Lac, prior to being hired as superintendent 10 years ago. He advocates for public education issues in Madison and Washington D.C. and presented a TEDx Talk on happiness. He serves on the Board of the Fond du Lac Area Foundation and the Booster Club and is a member of the local Optimists and VFW Post. He serves on the Legislative Advocacy Committee for WASDA, the Governing Board for AASA and the Education Advisory Board for the International Thought Leader Network (ITLN).

Sadoff lives in North Fond du Lac with his awesome family, wife, Kelly, and children, Paige (college sophomore), Lilly (high school senior) and Ethan (eighth grader).

du Lac serves 1,456 students in early childhood through 12th grade. The District employees more than 180 staff who are focused on promoting a happy culture, increasing literacy achievement and providing high quality instruction for all students. The District dedicates its resources to provide small class sizes, state-of-the-art technology support (1-1 computer technology for grades 5K–12) and many opportunities to become involved in school activities and athletics. Outstanding programs, such as vocal and instrumental music, art, business education and technical education, serve to enhance a strong core of academic courses in the pre-K–12th grade curriculum. For more information, follow the District on Twitter @nfdlschools or visit www.nfdlschools.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.

Source - Wisconsin Association of School District Administrators

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Wisconsin Among 12 States With More Than 100 New National Board Certified Teachers

Wisconsin has 102 teachers who achieved five-year certification through the National Board for Professional Teaching Standards this month, putting the state among 12 nationwide with more than 100 new National Board Certified Teachers for 2018.

In addition to those earning new board certification, Wisconsin has 42 teachers who renewed their national accreditation. Those who received national certification before

2017 have a 10-year credential. The National Board for Professional Teaching Standards (NBPTS) ranks Wisconsin 19th among states for the number of teachers with national certification. Overall, Wisconsin records 1,184 teachers with national board certification.

According to the NBPTS, research from across the country over the past decade confirms that students taught by board-certified teachers learn more than students taught by

other teachers. The increased learning is estimated to be one to two months of instruction with even greater positive impact for low-income students.

Nationwide, 3,907 teachers achieved national board certification and another 4,446 board-certified teachers successfully renewed their credential, bringing the total number of board-certified teachers to 122,155.

The state of Wisconsin offers reimburse-

ment of up to \$2,000 toward the cost for earning national board certification. Thereafter, public, private, or tribal school teachers who maintain their Wisconsin license and have a rating of effective or highly effective in the applicable Educator Effectiveness System can receive an annual stipend of \$2,500, doubled for those working in high-poverty schools, for each year of teaching with the national credential.



Greendale High School Teacher Earns Board-Certified Status



Greendale Schools

Greendale High School (GHS) English teacher, Natalie Cook has earned National Board Certified Teacher (NBCT) designation

from the National Board for Professional Teaching Standards. The Greendale Board of Education recognized her accomplishment with a celebration and commendation at its meeting on Monday, January 21, 2019.

The National Board Certified Teachers (NBCTs) is the highest mark of achievement an educator could earn. Each accomplished teacher completes a rigorous, performance-based, peer-review process, demonstrating their proven impact on student learning and achievement. Cook joined a growing community of 122,000 Board-certified teachers across all 50 states.

"I'm thrilled to celebrate with Ms. Cook, Greendale's newest National Board Certified Teacher," said

Joe Crapitto, President, Greendale Board of Education. "This is a great personal accomplishment for her and a reason to acknowledge the impact our professional educators have on the students in our schools every day. We are proud of this commitment to our students and their learning."

Natalie holds a Bachelor of Science degree in Education, Cook teaches upper level, honors and advanced placement English at Greendale High School. She has also written the curriculum for and teaches the Greendale High School Leadership Development class to sophomores and juniors. She is also a Teacher Consultant for the National Writing Project that allows her to conduct and present research on teaching.

Cook was selected recently to participate in additional training at the University of California-Irvine on teaching writing to English language learners through an "Education Innovation and Research Grant" from the Department of Education.

A native of Milwaukee, she resides in Hales Corners.

www.greendale.k12.wi.us
(414) 423-2700

Memorial High School Teacher Receives Prestigious National Board Certification



School District of Beloit

Ms. Dawn Lemirand-Poepping, an English Language Arts Teacher at Memorial High School, has received her National Board Certification.

The National Board Certification is a program that professional educators must engage in from between one to three years. It is the most respected professional certification available in K-12 education and is available in 25 certificate areas. The process requires that teachers demonstrate standards-based evidence of the positive effects they have on student learning which align with five core areas. Teachers who hold a National Certification are often recognized as experts in their content area and are more often than

not sought out for leadership positions in their schools and/or districts.

Ms. Lemirand-Poepping says that she is thankful for the monthly support sessions that she received from the School District of Beloit and the Beloit Education Association during this process. She is particularly thankful to Cynthia Slavish, Heidi Andre and Lyman Elliott for their feedback and support. The Greater Madison Writing Project is one group who she specifically thanks for their consistent feedback and ideas. Dawn would also like to thank her students and their families for their support during this entire process. Ms. Lemirand-Poepping says "I decided to become an NBCT because I wanted to improve my practice as a teacher, and as a professional. I wanted a process that would help me be more self-reflective so that I could be the best teacher that I could be. It truly challenged me as a practitioner. Selfishly, it's an affirmation of what I try to do every day."

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Two Kimberly Teachers Earn National Board Certification

They Join 11 Other KASD Teachers in Exemplifying the District's Motto of "Our Learning For Theirs"

Kimberly Area School District

The Kimberly Area School District is pleased to share that two teachers, Megan Berger and Martin O'Donnell, recently attained their National Board Certification. They join 11 other Kimberly Area School District teachers in completing National Board Certification, including Stacy Shrode who recently renewed her certification. Like board certification in medicine or accounting, National Board Certification is teaching's highest professional credential and is awarded by the National Board for Professional Teaching Standards.

Megan Berger, a health teacher at J.R. Gerritts Middle School, has worked for the Kimberly Area School District for 14 years. She holds bachelor's degrees in psychology, philosophy and education. She also has master's degrees in health psychology and education.



Megan Berger

"I am hoping my National Board Certification

has improved my emphasis on the student as an individual learner and problem solver," said Berger. "Through this process I collaborated with others to increase my students' awareness of their current health status and to increase their ability to reflect on and understand motivation and goal setting."

Martin O'Donnell is in his 8th year of teaching band at J.R. Gerritts Middle School and in his 11th year of being a teacher. He holds a bachelor's degree in instrumental music education and is currently pursuing a master's degree in educational administration. "National Board Certification has made me become a more reflective teacher, which has allowed me to think more deeply about how I can better help my students learn," said O'Donnell.



Martin O'Donnell

Stacy Shrode, a math teacher at Kimberly High School, worked toward and received a renewal of her National Board

Certification this year. The renewal process is different from certification, but still requires significant effort from educators.

To renew certification teachers must complete a detailed submission demonstrating their professional growth. Shrode first earned her National Board Certification in 2009.

"By obtaining National Board Certification, Megan and Marty have demonstrated their commitment to learning and growing as professional educators," said Bob Mayfield, superintendent for the Kimberly Area School District. "They are both great examples of our motto 'Our Learning For Theirs.' We are very fortunate to now have 13 National Board Certified teachers on our team who are helping our students grow as problem solvers so they can reach their potential."

National Board Certification measures a teacher's practice against high and rigor-



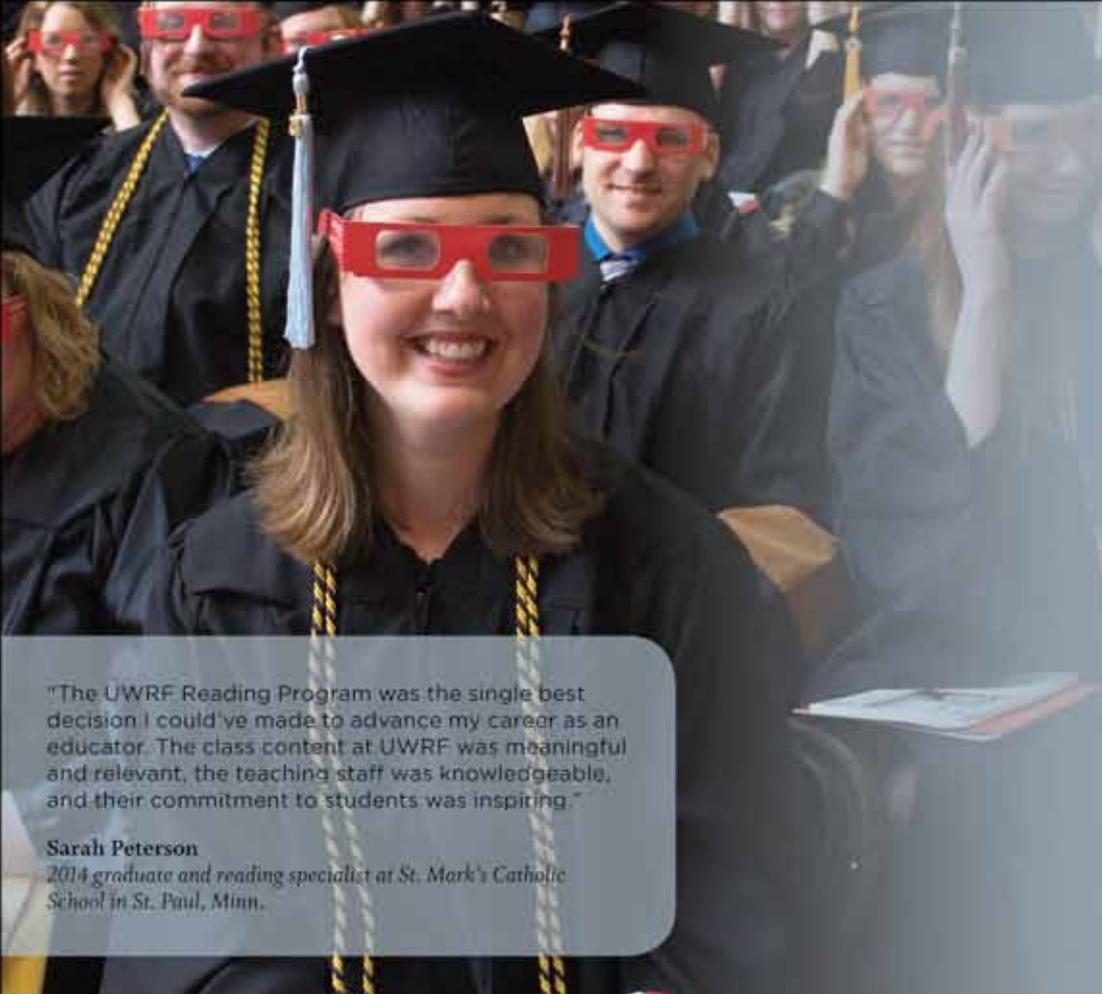
Stacy Shrode

ous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analysis of the candidate's classroom teaching and student learning.

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