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Local Alumni Gives Back to the Wausau School Foundation



Jon Winter, Career and Technical Education Coordinator/LVEC
Wausau School District

A team of Career and Technical Education (CTE) staff from the Wausau School District recently attended a national conference in Anaheim, CA thanks to the support of a Wausau East High School Alumni looking to give back to his local community.

Through the Wausau School Foundation, Josh Slayton, Wausau East Graduate, Class of 1998, recently sponsored a team of 5 CTE teachers to attend professional development to learn best practices in college, career and life readiness. "I was really excited to help support the great CTE programs that Jon Winter is overseeing in Wausau and to support the Wausau School District and its students. Not only does ECMC Group allow me to give back to a community I still care deeply about, but it also helps support programs that are strategically aligned with our organization. We are a strong proponent of Career and Technical Education and helping

for ECMC Group out of Minneapolis, MN.

ECMC Group is a nonprofit corporation focused on helping students succeed. Headquartered in Minneapolis, ECMC Group and its family of companies provide financial tools and services, nonprofit career education and funding for innovative programs to help students achieve their academic and professional goals.

"Thanks to Josh and ECMC we took two Tech Ed teachers, a Family Consumer Science teacher and our Counseling Coordinator. This was an incredible opportunity to continue developing our CTE programs in the Wausau School District. In order to have innovative programs it takes a lot of collaboration with counselors, teachers, administration, families and community stakeholders." Jon Winter, CTE Coordinator.

The Wausau School District and ECMC share a common vision to have innovative CTE programs that prepare students for real world skills. Regardless of students entering the work-

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Al Votis
Three Lakes School District

Three Lakes School District and Phelps School District have started a first-of-its-kind partnership in Wisconsin by beginning an academic co-op. This is an opportunity for the two districts to share academic resources and staff by using blended learning between the two schools. One teacher from one district can teach students from both schools, using a combination of online meeting tools, learning management system (LMS), and face to face time. The program is starting during the second semester of this year with a pilot program in Chemistry, taught by Three Lakes teacher Al Votis.

"This is a great chance for small school like ours to really pool resources and to continue to give the students in both schools a high quality education through sharing highly qualified teachers. This year, for example, Phelps science teacher, Melissa Friel, is strong in Natural Resources, but doesn't have a strong background in Chemistry, so by being able to have her be in the classroom with the students daily, and then I can give input, leadership, and the direction for instruction, we can team together to help the students as best as we can," said Votis.

Phelps had been using an online curriculum for the first semester, but no one was really happy with the program and they were looking for ways to make it more exciting, relevant, and personal for the students. That is where Phelps Administrator Denise

"As we continue to evolve and take advantage of the opportunities we have in rural Wisconsin, our students will be the beneficiaries."



Al Votis

Hill, and Dean of Students Jason Pertile, worked with Three Lakes Administrator Teri Maney and Principal Gene Welhoefer since the beginning of the year to put this program together. "Three Lakes and Phelps have successfully partnered together throughout athletic co-ops, but moving into the academic area is especially exciting for our districts," Maney said. And Hill said "We are not talking about 'consolidation,' but 'true partnership.' As we continue to evolve and take advantage of the opportunities we have in rural Wisconsin, our students will be the beneficiaries."

Blended learning and distance learning are not new, but sharing resources in this way between districts is what is novel. While Three Lakes students will

be in their normal classes, Phelps students will be on a different schedule, and so won't be live online with the Three Lakes classes. Instead, Votis will do a combination of video recorded presentations, online work, and online live meetings to deliver content, answer questions, and to track student achievement. There will also be some face

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The Lion King isn't the only animal-themed theater in town!

Kohl's Wild Theater is the largest Zoo-based theater program in the country and it operates right in Milwaukee. They go out into the community to perform year round and perform daily at the Zoo during the summer season. KWT is free thanks to a grant from Kohl's.

Masterpieces: The Future of Art from The Meemic Foundation

We can't get enough of student artwork. Masterpieces, one of The Meemic Foundation's most popular grant opportunities, is back. In addition to the prizes we offer, the winners' framed artwork is on permanent display throughout our headquarters in Auburn Hills, MI. We're ready to add up to 50 more.

Two Wisconsin Schools Advance to Second Round of National STEM Contest

The Wisconsin School for the Blind and Visually Impaired (WSBVI) and Omro High School were recently selected to advance into the second round of Samsung's Solve for Tomorrow Contest.

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Local Alumni Gives Back to the Wausau School Foundation

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force, 2-year or 4-year schools or military, giving students a CTE experience in high school gives them an extra advantage for both college and careers. The graduation rate for CTE concentrators is about 93%, approximately 10% higher than the national average. Furthermore, 86% percent of high school graduates nationwide who concentrated in CTE programs went on to enroll in postsecondary education, more than half earned a degree.

CTE classes provide students with hands-on experiences, mentoring, internships, and a career-focused curriculum that develops their leadership and confidence. Career and Technical Education encompasses Agriculture, Business, IT and Marketing, Family and Consumer Science, Technology Education and Engineering and Health Science.

From a counseling perspective, the WSD Coordinator of Counseling Services said being at the ACTE's CareerTech Vision Conference provided an opportunity to learn new aspects of student services. "I'll be promoting the development of employable soft skills starting at the elementary-middle school level and making stronger connections to their behaviors, actions, and choices related to finding and maintaining employment. I also started to have conversations with select stakeholders about offering more CTE class options for 9th-grade students as research shows a 2:1 Core/CTE class ratio increase student's GPAs and graduation rates."

The CTE team learned about delivering impactful communication to students and families as a key theme in many of the workshops and breakouts that were attended. "One of my key takeaways was that CTE has an outdated perception problem with many people. Potential students, parents and adults don't always know what our classes are all about and what they have to offer now days. Therefore, large numbers of students are not even aware of the high-demand well-paying careers that CTE classes can lead to. These are national issues not just localized to our district. A trend that appears to be developing in many districts is to incorporate exploratory CTE

courses and experiences aimed at younger students to expose them to opportunities they may otherwise never hear about."

Other exciting topics the team learned about at the conference included:

- Data Driven CTE: How Labor Market Information Can Guide Investment and Strategy
- Best Practices for Work Based Learning
- Teaching and Learning for Students with Disabilities in CTE
- Enhancing Literacy in the FCS Classroom
- Strengthening Middle School Career Exploration
- Help Your Students Ace Job Interviews
- High Quality CTE Programs - Overcoming CTE's Stigma
- We are Class Disruptors! Improving the Culture of Your Classroom
- Strategies for Retaining and Developing Women for Automotive Careers
- Improving CTE Perception and Awareness Through Freshman Exploratory

Attending the ACTE's CareerTech Vision was a result of an awesome collaboration with the Wausau School District, the Wausau School Foundation, ECMC Group, our amazing Alumni (Josh Slayton), and our district team of teachers and counselors. It exemplifies the positive impact that alumni can make to improve the lives of students, teachers and their community. Attending the conference was Jon Winter, WSD CTE Coordinator, Andy Grimm, WSD Coordinator of Counseling Services, Elizabeth Kysely, Wausau East Technology Education Teacher, Mark Poppe, Wausau East Technology Education Teacher, Jennifer Genrich, John Muir Middle School, Family Consumer Science Teacher.

[\(715\) 261-0500](http://www.wausauschools.org)



A First-of-its-Kind Partnership

Continued from Page 1

to face time, with Votis going to Phelps, and the Phelps students occasionally coming to Three Lakes to participate in activities, particularly some lab work.

For now, the co-op will be at the high school level, and as the semester goes on, the pilot program will be analyzed to see how it went and what needs to be tweaked, and then the program will expand into other areas where teachers from one district have a specialty the other district doesn't have. Over time, the program may also expand into the middle schools.

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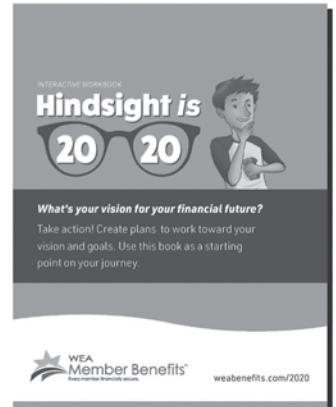
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The test of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there.

— President James Buchanan

Masterpieces

The Future of Art from The Meemic Foundation

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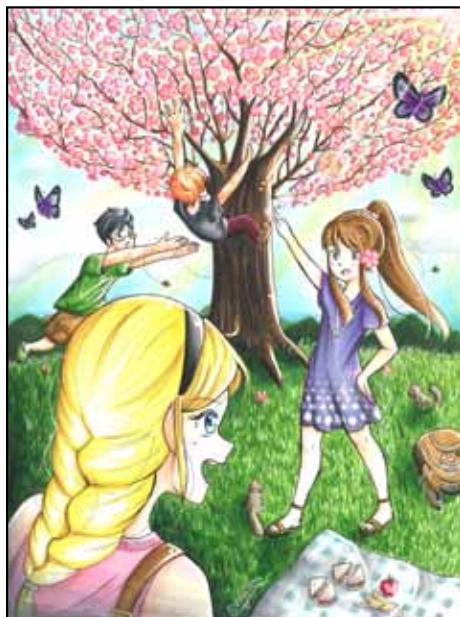
We can't get enough of student artwork. Masterpieces, one of The Meemic Foundation's most popular grant opportunities, is back. Every year, we get hundreds of submissions for this contest. In addition to the prizes we offer, the winners' framed artwork is on permanent display throughout our headquarters in Auburn Hills, MI. We're ready to add up to 50 more.

This year's round started in January, so there's plenty of time to enter. Like last year, sponsoring Foundation Club Members of winning entries will earn a \$300 art supplies grant for their school. This year, each winning student artist will receive a Sphero Bolt App-enabled Robot and an Amazon Fire 7 Tablet. In that vein, we are encouraging the student artists to express this year's Futuristic theme with their creative interpretation Your School in the Future, Your Home Life in the Future or Happy Robots.

The deadline is March 31. For full details, visit MeemicFoundation.org/Masterpieces



Leana, Trowbridge School of Great Lakes Studies,
Milwaukee



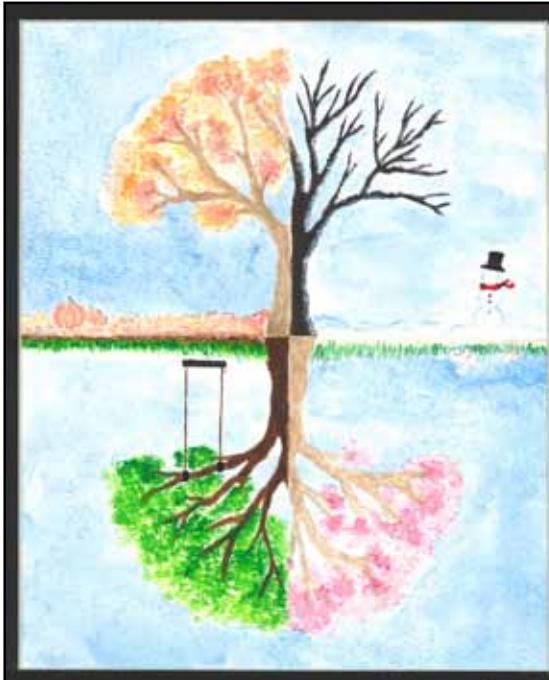
Augusto, DeForest Area High School,
DeForest



Briana, Van Buren Elementary School, Janesville



Madalyn, Immanuel Lutheran School, Greenville



Nkauj Sua, Hmong American Peace Academy,
Milwaukee



Gannin,
St. Patrick's School,
Sparta



Rio, Southwest High School, Green Bay



Fourth Graders at Riverside Elementary Participate in Black Hole Patrol Research Project



*Michelle Rothmeyer
Contributing writer
D.C. Everest Area School District*

Fourth grade students at Riverside Elementary had the opportunity to take control of DSS-28, a Goldstone Apple Valley Radio Telescope (GAVRT), as part of the Black Hole Patrol project. This project allows students from around the globe to collect data to assist researchers focused on quasars and black holes.

black hole and took measurements and peak readings. Students completed two calibration scans, four black hole scans, and two final calibration scans.

The collaborative project marked the culmination of the fourth grade waves unit, in which they studied waves, wavelength, amplitude, frequency and examined patterns in wave types. Grade 4 teacher Kevin Podeweltz noted, "When discussing radio waves, we learned that Karl Jansky discovered there were radio

waves coming from space. Having worked with GAVRT previously, I wanted to bring authentic data collection to our classroom."

The opportunity to control a radio telescope and collect important data for the Black Hole Patrol project generated a lot of excitement in the classroom. "The students were so excited to be on a video conference with GAVRT and to watch a fellow student move the radio telescope. Because this was happening live, everything took place at a fast pace — the students rose to the challenge of writing down the data (to the thousandths place) quickly," added Podeweltz.

"We want students to see how they can use the humanities and STEM in a career choice they may be interested in. This activity allowed students who are interested in waves, space, and black holes to see there are careers in science collecting data using radio telescopes." He concluded, "Most importantly students can end this unit viewing themselves as real scientists. Classroom models and activities are a great tool, but adding in this authentic data collection makes it even better."



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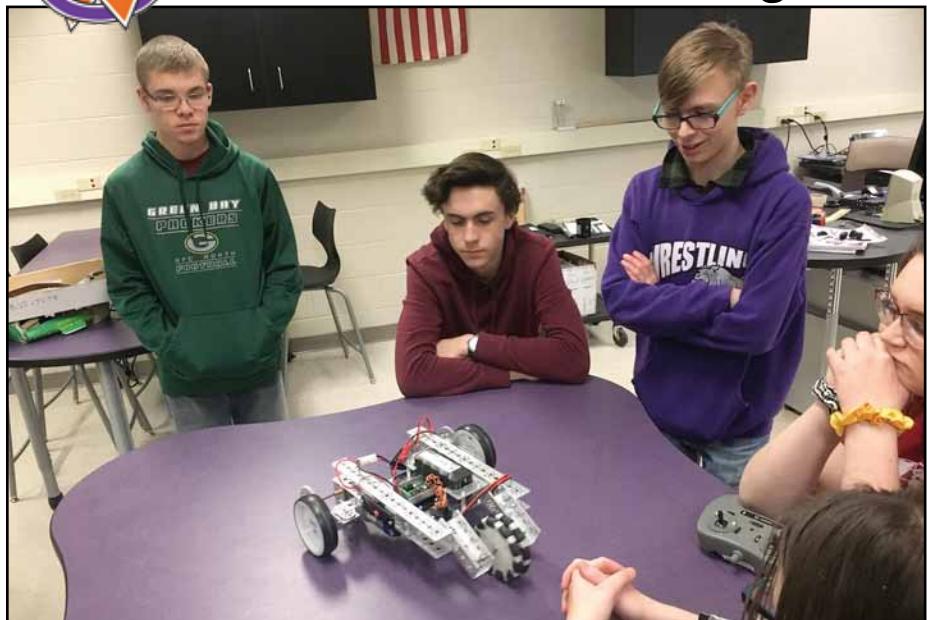
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Robotics Course Giving CWHHS Students Taste of Future



*Rachel Westberg
Chetek-Weyerhaeuser Area School District*

Screwdrivers, robot arms, gears, motors, sensors — At first glance, this doesn't sound like the typical material list for a traditional high school class. At Chetek-Weyerhaeuser High School, however, as educators continue to move their students towards an education that will prepare them for an ever-changing, techni-

cally advanced future, the Technical Education Department is offering a new course that does include such a list of supplies. It's called Intro to Robotics.

According to CWHHS Tech Ed Instructor Mikel Cobb, industry and manufacturers continue to turn to automation to increase efficiency and productivity. As more and more robots are being utilized by consumers—including things

like Roomba vacuums and other time-saving devices, it became time for the department to start an Intro to Robotics course.

The course uses robot kits, software and various sensors that the students then take to develop, build and program two different types of robot systems: autonomous and radio controlled. Students cover topics such as motor control, gear ratios, torque, friction, sensors, timing program loops, logic gates—along with many others themes that sound more like something out of a college-level class textbook.

So why would students take what sounds like such a technical course with concepts that might at first glance feel intimidating?

"I like that it's hands on," explains sophomore Dominic Garland. "It seems to be a useful skill to me to know how to program robots and have that experience."

"I just find it interesting," adds freshman Grace Neilsen. "I've been doing stuff like this since middle school with Legos and other things, and this was a new way to continue learning about robotics and how things move."

Students don't necessarily dive right into such technical terms, however. Several of the first days are spent learning vocabulary. Then students work with a manual to begin constructing robots with kits. Eventually, students work together to customize their own robots that complete given tasks—anything from placing something into a box to having a robot go up a ramp. The entire process is a master class in STEM (Science, Technology, Engineering and Math), working with concepts often taught in physics, math, or engineering. Once they have their designs, students' robots are programmed to compete in various courses or games.

Neilsen notes she is seeing the benefits of the class in several of the extracurriculars she is involved in. Cobb also adds that the skills learned in the class could be beneficial in competitions with organizations such as First Robotics, SkillsUSA and Science Olympiad. Nelisen knows there is real-world application to the things she is learning. A Wisconsin-based company who

sells and programs robots recently presented to students in the technical education department, and it created a whole new world of opportunity for the possibilities that robots can bring.

"It really opened my eyes to the ways we can use robots," notes Neilsen. "It has been really fun to build and use them, and then see their application in other places."

Such technical concepts are often tough to grasp, especially for some of the freshmen or sophomores in the class. That is where the real learning begins. According to Cobb, at least one day a week, the students get together and have a sharing session. Students showcase their robot to the rest of the class and discuss any issues or successes they are having at that time. As a group, the students troubleshoot and work together to solve those problems. It is perhaps this type of hands-on education that becomes more valuable than simply learning how to put together and program a robot.

"I think the most important thing I've taken away from this class is to know you don't have to go off of what the book (manual) says," notes Garland. "I like having to learn how to make things differently than what the book tells you—to go 'off script' and think out of the box. There have been times where I've had an 'A HA!' moment in the middle of doing something else, and it just comes to you in how to fix a problem you have with your robot."

And for the instructor, it is this kind of creative problem solving that might just be the most rewarding part of teaching the class.

"I want them to be able to know how to customize their robot to their needs based on the assignment given," adds Cobb. "The most exciting part for me is when students customize their robot. Creative problem solving comes into play and I never know what might come next."

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Jamie Pionkowski
Plymouth School District
Communications Coordinator

The Plymouth School District has been steadily bolstering its already strong STEM programs, and is garnering accolades in the process.

Newsweek magazine recently named Plymouth High School one of its Top STEM Schools. And the district's overall score on the state report cards jumped the most of any Wisconsin district with at least 2,000 students, driven heavily by growth in math scores.

STEM stands for Science, Technology, Engineering, and Mathematics. The district has been enhancing its curriculum in all four areas:

Science: The district has shifted toward more hands-on learning at all grades. The Food Science & Agriculture Center is a high-tech research facility, where students are involved with the installation, maintenance and testing of various growing systems. Recent upgrades to the Plymouth High School science facilities have created modern labs that promote experimentation and teamwork.

Technology: The LTC-Plymouth Science & Technology Center is a state-of-the-art facility giving PHS students experience in all phases of the design process, as they take projects from conception to completion. The extracurricular PHS Technology Education & Engineering

Club gives students a chance to participate in Formula High School, Project G.R.I.L.L., and various community projects. Schools at other levels offer Lego League and other tech opportunities in the curriculum and as extracurriculars.

Engineering: Plymouth was the first district in the area to offer nationally recognized Project Lead the Way engineering courses, which feature a hands-on, project-based and problem-based approach that adds rigor to traditional technical programs and relevance to traditional academics. The Plymouth program has an "Exemplary School" designation and features seven courses at the middle and high school levels.

Mathematics: In addition to strong mathematics scores on the state report cards, the district also is seeing more than a year's growth for the average student on its own I-Ready assessments.

The district is especially excited about the math improvements, as "assessing and refining math achievement growth and resource use" is called for by the Plymouth School District Pillars of Excellence strategic plan for Academic Excellence for the 21st Century.

But the improvements didn't just happen by accident. Plymouth recently increased the amount of time spent on math at the elementary and middle-school levels, which also have



added math leaders to guide classroom teachers. The district also made additional math resources available at those levels, said Assistant Superintendent Dan Mella.

The new resources — Bridges for the elementary schools and Open Up Resources for the middle school — provide a plethora of activities and pathways, based on the Wisconsin Standards, to take each student from where they are to where they should be.

This means teachers do not have to spend time hunting for appropriate resources, but

instead can focus on determining each student's understanding of a given topic and then helping him or her to reach proficiency. "Teachers meet each student where they are, and are challenged to get everyone to grow a lot," Mr. Mella said.

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In this issue we are featuring more winners from our annual Middle School and High School "Dream Career" essay contest. Winners and Honorable Mentions were announced in the previous issue. More winning essays will be featured in the next issue as well. You can access previous issues of Teaching Today WI on our website at: www.teachingtodaywi.com.



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Nurse Practitioner

**Emerson F.
James Fenimore Cooper School**

"Paging Dr. Felde to Trauma 2, Dr. Felde to Trauma 2 immediately."

Ever since I was little, I've been fascinated by science and the medical procedures that are done in hospitals. A year or two ago, I fell in love with the idea of becoming a nurse practitioner. Helping people has always been a strong point of mine and I love making myself useful.

As a nurse practitioner, I would be doing many different tasks. Imagine going to work and prescribing medication, diagnosing illnesses, doing examinations, providing treatment,

calming down patients, and interacting with people of all ages and backgrounds. This is exactly what I want, and what I'm good at doing.

To become a nurse practitioner, I will need to go through many years of schooling and nursing programs. First I need to graduate from high school. I will then pursue a bachelor of science in nursing (BSN) or a similar degree for four years. After that, I will become a registered nurse (RN) and garner experience which could take up to two years. The last thing I will do is to pursue a graduate degree in nursing which will take one and a half to four years, and then get certified. That's a great amount of schooling, but it will be well worth the wait.

The average salary for a nurse practitioner in the state of Wisconsin is around \$100,000. I'm not in it for the money though, I want to save people's lives. I want people to know that they're not alone and that they can beat whatever type of illness they're dealing with. I know from per-

sonal experience that having someone important in your life dealing with a deadly illness is very frightening. I want, and, I need to be there for people who want to talk.

Working with people, would be really good for me. When I was younger, I would always have anxiety about going to the doctor. I thought I would need shots and most times I did. The doctors never really tried to calm me down, so I want to be there for kids if they're scared or nervous and I want to be able to help them. I will be there for them if they need to squeeze my hand or if they need a distraction from what is happening.

Becoming a nurse practitioner would be a dream come true. Every morning I would get up and go to work and try to have a good, successful day. I will not only be successful at my job, but I'll enjoy doing it. You need to find a job that you'll want to get up and go to everyday. For me, that would mean becoming a nurse practitioner.



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HIGH SCHOOL
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Doctor

Aliyah A.
Luck High School

Finding a job is one of the most stressful things to think about, since you never know what can happen. Even if you have a steady job nothing could guarantee what could happen tomorrow. Therefore since we are kids we are thought to be like our parents to find a job that could give us a steady income and a comfortable lifestyle. Such as becoming lawyers, vets, doctors, a man or a woman of business, among others. And as we grow up we are guided to go to college and make something out of ourselves. But what if that is not our dream job? Since I was little, my dad always told me, "If you find a job that you love, you will never work a single day of your life." Meaning that if I found something that I truly love and I am passionate about I would be happy.

Happiness is something that we are all looking for nowadays; since each day



it is difficult to find a person that is motivated and truly happy with what they are doing. And it is not because they were born unhappy, is just that they forget what it is like or they were not truly passionate with their job, therefore they became unhappy. That is why as I grew up I made sure that I knew what I truly wanted for my future and what made me really happy. Luckily for me that guided me to my truest desire, my biggest dream and that is to become

a doctor. More specifically, a pediatrician.

I got to test my passion when I was little and my grandfather was a doctor and his patient's appointments were at the house because he had a stroke and he could not go to the hospital to attend his patients anymore. So while he was attending his patients, I would keep him company and I got to learn a lot about him and what being a doctor is really like. It was not like the movies where they portray a doctor visit

like something you should be afraid of.

Despite what I learned from my grandfather in my childhood, I got to really feel how it is to actually take care of another person. When I was fifteen years old, my grandfather had a second stroke but this time he had a coagulation in his brain. This meant that he needed a lot of rest and to be in a stress free environment. Throughout that whole time I took care of him and I discovered that I truly loved to take care of him, not because he is part of my family, but because he was a person who needed my help and to be able to provide that help made me happy.

Although people say that becoming a doctor is not an easy task, my focus is not on how long is it going to take to get there but on what am I going to do to make that dream come true. A dream without action is just a dream, it is up to me to put in that effort in becoming the best doctor that I could be and live happy. Just like Dalai Lama said, "Happiness is not something ready-made. It comes from your own actions." Meaning if you want happiness and your dream job, you need to work for it because life is not free.

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- Career and Tech Ed provides interactive opportunities with instructors and classmates, which more closely resembles a workplace setting.
- Around 700 direct transfer opportunities exist with other higher ed institutions to help students earn another postsecondary degree without sacrificing credits.
- Technical education builds confidence in students as they experience growth and develop practical skills that can translate into valuable career options.
- Instructors have both solid academic chops and professional industry experience which makes them great mentors.
- Career and tech ed offers a unique balance of the hard and soft skills employers require for today's most in-demand jobs.
- Small classes with individual attention help engage students. Schools are more likely to retain and see engaged students succeed.



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*2018 GRADUATE
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Source: Georgetown University, Center on Education and Work
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Essay Contest HIGH SCHOOL WINNER

Agriculture

**Katie Z.
Flambeau High School**

A Belief in the Future of Agriculture

Food is something we will always need to survive and thrive. Food insecurity is something many people struggle with, and it is hard for many to have access to fresh fruits and vegetables. With the world population estimated to be 9 billion by 2050, according to the United Nations, we will also need more people who grow food. I grew up on a farm and have always enjoyed being able to have meat from animals we raised and vegetables from our garden. Throughout my time in FFA, I attended many workshops and competitions, and took on leadership roles, furthering my passion for agriculture. I am the current president of our FFA chapter, and my experiences in the organization have encouraged me to continue living and working in agriculture. I will be attending college starting in the fall of 2020 to pursue a degree in agricultural business.

After college, I will begin by working for an agricultural company, but my ultimate goal is to open my own business.

My business will involve year-round production agriculture and agritourism. My business will begin with a store, where I will sell food and other agricultural-based products, and then expand it into selling my own products. The expansion of my business will include two main aspects: plant production and animal production. Plant production will range from flowers to fruits and vegetables to Christmas trees. I will have many greenhouses that would allow me to start plants for my fields and gardens and also to have flowers and other plants to sell. In the summer there will be many large fields for the production of vegetables. The vegetables grown in these fields will include corn, green beans, carrots, potatoes, onions, various squashes, peas, and more. My plant production aspect will also include a fruit orchard and a pumpkin patch. In the fruit orchard, there will be strawberries, blueberries, raspberries, and apples. In the fall, I would have a pumpkin patch and apple orchard that is open for visiting. In the winter, people will have the opportunity to get Christmas trees. The animal production part of my business will include raising: sheep, pigs, goats, chickens, and beef cattle. The sheep and goats will be used for milk, the chickens for eggs, and all the animals for meat. All of the meat, eggs, other animal products, vegeta-



bles, fruits, and other plants produced on the farm will be sold in my store.

Giving back to the community would be a large part of my business. I would provide jobs to students and allow them to work on FFA supervised agricultural experience projects there. I would also like to sponsor a farm to table program, where families can pay to get biweekly boxes of fresh fruits and vegetables during the summer and harvest season. A goal for my business would be to partner with the schools and local FFA chapters to implement fresh fruits and vegetables into school lunches, snacks, and weekend food programs. To help provide food secu-

rity for all, I would like to donate fresh food regularly to local food pantries.

I would also like to educate the community about how agriculturalists work to grow their food. Along with the ability to come to the apple orchard, pumpkin patch, and Christmas tree farm, I would like to give tours and informational classes about agriculture and my business. Some classes I would like to have include: canning classes, plant starting classes, and animal care classes. Being a good advocate for agriculture and giving back to the agricultural community that raised me is most important in my future.



Essay Contest HIGH SCHOOL WINNER

Construction Worker

**Jordan B.
Belmont High School**

Strive for your dreams, accomplish what others say you can't.

As a little girl I have waited and waited for year to year to finally become grown and now I am 18, practically an adult and it's time to start making decisions on my own now. I had to find a job I enjoy and could potentially pay well, as well as finding a career to pursue in college. There are so many careers and jobs, what will I choose?

As a little girl, I wanted to be many things, I always told my mom that I wanted to be a princess, I told my friends I wanted to be a dancer, and told my sister I wanted to go to culinary to learn how to cook, the one career I never told anyone until about ohhh when I turned 15, I told my mom there's one career

I have always wanted to try for that pays well and I would love and I told her I wanted to become a Construction worker. She sat there and pondered with her scattered brain while thinking what to say. About 2 minutes later, Construction? But you're a girl, I don't picture you to be the type to get your hands dirty and use big machines. Construction is something that makes me think and relook at the world.

Construction comes to my mind and I just love picturing being up high on a ladder hammering in nails to hold together a building that someday will be used by a company, or using big machinery like the backhoe loaders or excavators to dig up the property so you can build a platform or maybe tear one down, being up high almost feeling like you are touching the sky while changing tiles on someone's roof, or even just the team work you get to experience on the work sites and the friendships that you get to make and build with your coworkers and the people you are helping. Construction is appreciated and without it where would all these buildings come from? Where would you be living? Don't give up on your dream just because you're a girl, work hard, strive, make your dream come true. One day I will.

What will it take to accomplish my dream? I will have to strive, be strong, and



ignore the hate people give me. I will strive to accomplish this dream job, and I will do whatever it takes. Construction has been my dream job because I see so much of it going on when I drive or just walk past and stop to look and it just amazes me what some machines can do as well as those construction workers hands, the digging, shoveling, painting, tile work, plumbing, scaffolding, steeplejacking, and electrical work, there's so much involved with construction and I am a hands on and eyes on

the person. Just because you're a girl doesn't mean you can't to a heavy lifting job or a job a guy usually does. Only hard work keeps the wrinkles out of time and spirit.

Overall, I woke up one day and realized I wasn't a little girl anymore and had to start thinking of the real world and see what it has for me. I will finish high school and go from there. My life will be complete if I can accomplish this dream career, my life will be complete when I am a construction worker.



and build machines. I like to create things that I imagine and would like to apply that to the real world. Now, I'm not some genius that can come up with some machine that can travel faster than light, I'm not that bright. But that doesn't mean that I shouldn't try to get a career in Mechanical Engineering. I like the idea of being able to go to work and design a machine that might be able to make construction work faster.

That's not the only reason why being a Mechanical Engineer would be a good career choice. Mechanical Engineers get paid about \$87,000 a year, so that's a pretty good deal. A Mechanical Engineer is a person that doesn't get discouraged easily by design flaws and work around them. They are required to be able to see things from different points of view that others may not see. I want to enjoy getting up in the morning and going to work, something that most adults seem to struggle with. A Mechanical Engineer is a career that I would enjoy, since they work with machinery, something that I feel I would enjoy learning. The idea of waking

up in the morning, going to work, designing, planning, and building a snow board makes me feel excited.

Like I said earlier, I never really knew what I wanted to be when I grew up. So, whenever teachers asked my class to write a paper about what we wanted to be when we grew up, I would always pick a career that sounded interesting, but never followed up on it. I would do a good job on those papers but dreaded the moment that the teacher said that we needed to do an essay like that. It wasn't until I decided to do some more research on careers in engineering, where I decided to dig deeper and, sure enough, I stumbled upon Mechanical Engineering.

When I got this essay, I wasn't sure what direction to take, or where to begin to look. I was afraid of having to go ahead and make up another essay about a career that I hated or didn't really care about learning. But after discovering Mechanical Engineering, I decided to go ahead and study it. I was shocked at how I felt intrigued by the career and wanted to indulge in the learning that I had ahead of me. I'm grateful for this essay that finally helped me take down the massive roadblock that prevented me from finding a career that I would enjoy.

This is the career that has helped build my future. By finding Mechanical Engineering, my soul can rest at peace now that I have found a career that works for me.



Essay Contest MIDDLE SCHOOL WINNER

Mechanical Engineer

**Daniel M.
James Fenimore Cooper School**

What to be when you grow up? That's the question that I find myself always struggling to answer. But I think I might have found a career. A mechanical engineer has a cool job, as they plan, design



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Own a Bakery

**Greta H.
Wisconsin Rapids Area Middle School**

My name is Greta H. I am 11 years old, and go to WRAMS. I live with my mom, dad, and brother. I love to bake and travel, that is what inspired me for when I grow up. I want to own a bakery and in the bakery I would sell and bake foods from all of the places that I have traveled.

My family and I were traveling to San Francisco a couple years ago. We were downtown. I smelled this wonderful, delicious smell. I followed my nose to a large bakery. I went inside and there were baskets upon baskets of fresh sourdough bread. The bread was in all different shapes and sizes. There was even a turtle that was almost a perfect replica of a real life sea turtle. I begged and begged my parents to get some, and they finally caved in. We bought a teddy bear shaped loaf of sourdough bread. The next morning we toasted the bread, and put jam, butter, nutella, and even honey on it. It was the best bread I have ever tasted.

My bakery would not just be the places I have traveled but the new places I travel. (and it would give my an excuse to travel more places.) On holidays I would sell just those foods, like on St. Patrick's Day, I would make green dye cupcakes, with a piped clover on top. Or clover shaped

cookies. Or for Christmas, I could make ornaments, or Christmas tree shaped cookies. I could also make foods that have been passed down in the family. Like my Grandma made these amazing, neighborhood famous, sugar cookies, that we made every season. I could also make new recipes and sell them. In the bakery I could sell some restaurant foods, like in the next story, deep dish pizza, from Chicago.

My family and I were on a weekend trip in Chicago, when I was 7. Now I know the place pretty well, we have been there a ton of times, but I have never tried the famous deep dish pizza (at least not that I remember.) We were getting kind of hungry and my dad was looking for a place we could eat. We eventually decided on a pizza place downtown. When we got there we pre-ordered our pizza and sat down at a table. When the wait was finally over I saw this massive, 1 inch deep pizza on our table. Our server cut me a piece when he pulled the slice up there were just tons of strings of cheese coming from the center. Like I said before, it was like an inch deep. I didn't even know where to start eating. It was so good and cheesy I loved it and I do not usually like pizza. I could totally see my brother loving my bakery if I sold that.

Now you know what my dream job would be.



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Grants and Contests



FEATURED GRANT

Monthly Grant Opportunity from The Meemic Foundation!

We invite you to PopIn2Win! It's The Meemic Foundation's monthly opportunity for a valuable resource or tool that will enhance your school or classroom learning for your students! It's super-fast and easy. No application to complete. Just log in to your Foundation Club account and nominate yourself, a local school or educator to enter the current month's PopIn2Win opportunity.

Website: MeemicFoundation.org/
PopIn2Win

Plant BLOOME Grant

The American Society of Plant Biologists (ASPB) created the Plant BLOOME (Biology Learning Objectives, Outreach Materials and Education) Grant program with the goal of enhancing public awareness and understanding of the role of plants in all areas of life.

Grants up to \$50,000 are awarded.

Deadline: Applications are accepted January 15 through April 5, 2020.

Website: [aspb-bloome.secure-platform.com/a](http://aspb-bloome.secure-platform.com/)

Energize the Environment Grants

This grant program is part of the Quadratene Cares environmental initiatives, including the "Tread Lightly!" trail responsibility program. To compete for a grant, the required submission is an essay of 1,000 to 1,600 words that describes the applicant, the environmental commitment, anticipated accomplishment, and how a grant would be applied.

Deadline: Application essays are due June 30 and October 30, annually.

Website: www.quadratene.com/page/quadratene-cares-grant-program

Emeril Lagasse Foundation Grants

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. The foundation makes Small Grants to support schools, and community organizations partnering with schools, that have an existing school garden or a culinary education program.

Concept Papers are accepted year-round.
Website: emeril.org/small-grants

Academic Enrichment Grants

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

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

Website: mccartheydressman.org/academic-enrichment-grants

Mazda Foundation Education Grant

The Mazda Foundation supports programs that range from children's organizations and educational scholarships to food banks, environmental programs, and crucial disaster relief efforts. The foundation awards grants to programs promoting education and literacy, environmental conservation, cross-cultural understanding, social welfare, and scientific research.

Deadline: Applications are accepted May 1 to July 1, annually.

Website: www.mazdafoundation.org/grant-guidelines

SCA Grants

Sony Corporation of America 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. Previous education grants have funded a wide range of environmental media teaching and research projects.

Deadline: Requests are accepted year-round.
Website: www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html

Musical Innovation Grant

The Black Violin Foundation, created by the artists Black Violin, awards Musical Innovation Grant scholarships to support young people in continuing their instrumental musical education. This is an inaugural grant program, with up to 20 scholarships to be awarded in each of two grant cycles annually.

Deadline: Applications are accepted year-round.

Website: www.blackviolinfoundation.org/our-program

Music Performance Attendance Grants

The Sharon Gewirtz Kids to Concerts Fund provides small grants to provide the opportunity for middle school strings students to attend live, high-level performances of classical music, receive mentoring from accomplished classical musicians, or participate in other related programming.

Deadline: Applications are due June 30, annually.

Website: sites.google.com/site/gewirtzkidstconcerts

Japanese Teaching Material Purchase Grants

The Japan Foundation, Los Angeles (JFLA) funds small grants to support non-profit educational institutions with purchases of teaching materials for Japanese language programs. Eligible materials include digital learning software, textbooks, multimedia materials, dictionaries, and teachers' reference books.

Deadline: Grant applications are due March 15 and September 15, annually.

Website: www.jflalc.org/grants-jle

Contests

FEATURED CONTEST

Masterpieces: The Future of Art from The Meemic Foundation

We can't get enough of student artwork. Masterpieces, one of The Meemic Foundation's most popular grant opportunities, is back. Every year, we get hundreds of submissions for this contest. In addition to the prizes we offer, the winners' framed artwork is on permanent display throughout our headquarters in Auburn Hills, MI. We're ready to add up to 50 more.

This year's round started in January, so there's plenty of time to enter. Like last year, sponsoring Foundation Club Members of winning entries will earn a \$300 art supplies grant for their school. This year, each winning student artist will receive a Sphero Bolt App-enabled Robot and an Amazon Fire 7 Tablet. In that vein, we are encouraging the student artists to express this year's Futuristic theme with their creative interpretation Your School in the Future, Your Home Life in the Future or Happy Robots.

Deadline: March 31.

Website: MeemicFoundation.org/Masterpieces

World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) sustaining water systems; (2) improving climate resiliency; and (3) ensuring economic opportunities. All videos must include how population growth impacts the issue and provide at least one idea for a sustainable solution.

Deadline: Entries are due February 27, 2020.

Website: www.worldof7billion.org/student-video-contest

Carton 2 Garden Contest

The competition requires repurposing a minimum 100 empty milk and juice cartons from the school cafeteria or local grocery stores to build or enhance a school garden. Innovative, sustainable creations may include planters, garden art, scarecrows, window boxes, and irrigation systems. Preference is given to efforts that involve collaboration and partnerships within the school and larger community, such as with local farmers or related businesses.

Deadline: Entries are due April 1, 2020.

Website: carton2garden.com/contest-details/spring-2019-2020-contest

InvenTeams

InvenTeams is a national grants initiative of the Lemelson-MIT program that is designed to excite high school students to cultivate their creativity and experience invention. InvenTeam students rely on inquiry and hands-on problem solving as they integrate lessons from science, technology, engineering, and mathematics (STEM) to develop invention prototypes. InvenTeams are composed of high school students, teachers, and industry mentors.

Deadline: Initial applications are due April 6, 2020.

Website: lemelson.mit.edu/inventeams

Science Without Borders Challenge

This annual art contest inspires students to express through drawing or painting the need to protect and restore the world's oceans and aquatic resources. Each year has a specific theme that students portray through their artwork. The 2020 theme is "Take Action: Conserve Coral Reefs," with students invited to create art that illustrates one or more actions to preserve coral reefs.

Deadline: Entries are due April 20, 2020.

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



Young Entrepreneurs Compete For Startup Funds and Pitch Business Ideas to Local Leaders

Michelle Rothmeyer

Contributing writer

D.C. Everest Area School District

Each year, eighth grade students enrolled in Today's Business explore the entrepreneurship process and finish the semester by pitching a business idea to their peers — designing logos, compiling a business plan, defining their target markets and competitors, researching financials and outlining marketing strategies. For those students interested in launching their businesses, the D.C. Everest Junior High offers the "Shark Tank" — an event in which students pitch their business ideas to a panel of judges, comprised of area business and community leaders, and compete for a chance to earn seed money for their enterprise.

This year, a dozen business pitches were made to a panel of eight judges.

Each pitch was as unique as the young entrepreneurs assembled at the event. Some students showcased handmade clothing, scrunchies, stickers, blankets, bracelets or freshly baked cookies and bread. Others highlighted their previous entrepreneurial experience and pitched their businesses as expansions of existent enterprises. Yet others elaborated on the differentiators of their ser-

vice-based businesses — shoe cleaning and upselling, tutoring, snow removal, or lawn care.

The entrepreneurs also researched non-profit community organizations that aligned with their interests and showcased how they would contribute their time and/or a portion of their profits to these organizations.

The judges peppered each entrepreneur with questions, delving into the details of each business pitch. Why had the student chosen this specific target market? How had they arrived at those price points? How were they planning to reach their targeted audiences? Could they differentiate themselves from their competitors?

The judges, who represent a broad spectrum of local enterprises, also provided the students with insightful commentary and encouragement. Randy Fifrick reminded the young entrepreneurs that when determining the price of their goods or services to consider not only the costs associated with materials, but to "remember that there is value for your time." He also encouraged several of the students to explore the benefits of local farmers markets as a venue for selling their products. Students also brainstormed marketing ideas with the panel members — discussing which

Plants and Beyond

Ava is an experienced entrepreneur who started her business, alongside her father, last winter raising a variety of tomato, pepper, eggplant, watermelon, basil and onion plants in her basement. Her goal is to sell the organic plants and help families grow their own food. "To plant a garden is to believe in tomorrow," she noted.



social media and digital platforms appeal to which demographics, how they could narrow or expand their target markets, and the benefits of word-of-mouth referrals in our community.

"The Shark Tank is designed to challenge students and get them outside of their comfort zone and take a risk with their idea," notes Trevor Knight, Business Education teacher. "It's not easy to stand before a panel of adults, but we let them know that these community leaders are here to support them," adds Business Education instructor Jim Dahlgren. "It's

not simply students pitching an idea. After they're done with their pitch, they get a chance to answer questions and exchange ideas with our panelists. It's a great way for them to think about their idea in greater depth and learn from the whole process."

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Wisconsin Young Entrepreneur of the Year Award Application Now Open

Eligible students include:

- Students from grades 5–12 who is a legal resident of the United States and the State of Wisconsin who is currently enrolled in a primary, middle, or high school (public, parochial, private, virtual, or home school). The applicant does not need to be a Junior Achievement student.
- Owner(s) or manager(s) of a private or public company. The business may be seasonal and must have been in operation since April 29, 2019. Multiple owners will equally share the scholarship/cash prize. The business must have been created by the applicant(s), who must have had continuity of ownership/management throughout the existence of the business.
- No previous winners of this award.

Videos from past winners and finalists, along with application requirements and the informational letter for teachers and parents, can be found on the DPI Young Entrepreneur of the Year webpage.

Deadline: Applications are due on February 29, 2020.

Website: dpi.wi.gov/entrepreneurship/young-entrepreneur-year

NATIONAL BOARD CERTIFICATION

Developed and revised by practicing educators based on research and practitioner expertise, the National Board Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning. National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components.

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions — comparable to medicine's Hippocratic Oath — set forth

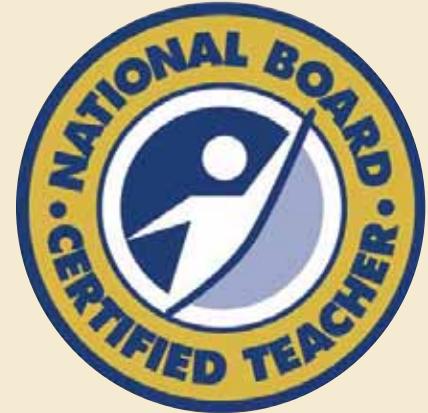
the profession's vision for accomplished teaching.

The National Board for Professional Teaching Standards (NBPTS) is proud to welcome 3,831 new National Board Certified Teachers (NBCTs), who are helping students reach their highest potential in 2,914 schools in 46 states. Together with 4,786 Board-certified teachers who successfully renewed their certification this year, these new NBCTs join a growing community of more than 125,000 Board-certified teachers across all 50 states.

For more information go to
[www.nbpts.org/
national-board-certification](http://www.nbpts.org/national-board-certification)

National Board for Professional Teaching Standards Five Core Propositions

- *Teachers are committed to students and their learning*
- *Teachers know the subjects they teach and how to teach those subjects to students*
- *Teachers are responsible for managing and monitoring student learning*
- *Teachers think systematically about their practice and learn from experience*
- *Teachers are members of learning communities*



88 Wisconsin Teachers Receive National Board Certification!

Congratulations!

Lisa Ahner

Verona Area School District

English as a New Language/Early and Middle Childhood

Amber Athanasiou

Medford Area Public School District

Generalist/Early Childhood

Lindsay Bagniewski

Gale-Ettrick-Trempealeau School District

Generalist/Early Childhood

Stacci Barganz

Fort Atkinson School District

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Eric Beem

Kenosha Unified School District

Social Studies-History/Adolescence and Young Adulthood

Amy Behnke

Fond Du Lac School District

Generalist/Early Childhood

Matthew Belknap

New Glarus School District

World Languages/Early Adolescence Through Young Adulthood

Bridget Brown

Greendale School District

English Language Arts/Early Adolescence

Michael Carini

Franklin Public School District

Mathematics/Adolescence and Young Adulthood

John Cleaver

Kimberly Area School District

Mathematics/Adolescence and Young Adulthood

Christina Coulson

Chippewa Falls Area Unified School District

Generalist/Early Childhood

Kayleen Dewerd

Verona Area School District

Generalist/Early Childhood

Kelsie Drake

Medford Area Public School District

Generalist/Early Childhood

Sarah Eloranta

Beecher-Dunbar-Pembine School District

Science/Adolescence and Young Adulthood

Jennifer Faulkner

Verona Area School District

English Language Arts/Early Adolescence

Erica Fessler-Enders

Sun Prairie Area School District

English Language Arts/Early Adolescence

Megan Finch

Black River Falls School District

Career and Technical Education/Early Adolescence Through Young Adulthood

Marcy Fitzgerald

Kaukauna Area School District

Generalist/Early Childhood

Nora Fitzpatrick

Whitefish Bay School District

English Language Arts/Early Adolescence

Stacy Francis

Wisconsin Rapids School District

Generalist/Early Childhood

Heather Franzini

Holmen School District

School Counseling/Early Childhood Through Young Adulthood

Amy Garwell

Monroe School District

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Johanna Geishirt

Wisconsin Heights School District

Literacy: Reading-Language Arts/Early and Middle Childhood

Shannon Glenn

Kimberly Area School District

Science/Adolescence and Young Adulthood

Nicholas Goeldi

Ripon Area School District

Science/Adolescence and Young Adulthood

Vincent Goldstein

Milwaukee Public Schools

Social Studies-History/Adolescence and Young Adulthood

Jennifer Gorenc

Milwaukee Public Schools

Generalist/Early Childhood

Allison Graumann

La Crosse School District

Generalist/Early Childhood

Sarah Grotsky

Verona Area School District

Art/Early and Middle Childhood

Karen Hardcastle

Racine Unified School District

English Language Arts/Adolescence and Young Adulthood

Mary Hardin

Verona Area School District

English Language Arts/Adolescence and Young Adulthood



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Melissa Heffernan
Green Bay Area Public School District
Music/Early and Middle Childhood

Eleanor Hinz-Radue
Green Bay Area Public School District
English Language Arts/Adolescence and Young Adulthood

Julie Horvath
Beloit School District
World Languages/Early Adolescence Through Young Adulthood

Michelle Howe
Lodi School District
Science/Early Adolescence

Josie Igielski
Madison Metropolitan Sch Dist
English as a New Language/Early and Middle Childhood

Elizabeth Ingersoll
Lake Country School District
Generalist/Early Childhood

Ashley Ingish
Waterford Union High School District
Physical Education/Early Adolescence Through Young Adulthood

Kimberly Kerska
Baraboo School District
World Languages/Early Adolescence Through Young Adulthood

Michael Ketola
School District Of Maple
Social Studies-History/Early Adolescence

Kara Klaves
Racine Unified School District
Science/Adolescence and Young Adulthood

Michelle Klingbeil
Verona Area School District
Generalist/Early Childhood

Erin Kovach
New Glarus School District
Science/Early Adolescence

Chelsey Larson
Sauk-Prairie School District
English Language Arts/Early Adolescence

Kara Lawson
Madison Metropolitan School District
Generalist/Middle Childhood

Michael Lawton
Milwaukee Public Schools
Science/Adolescence and Young Adulthood



Vicki Leisgang
Seymour Community School District
Generalist/Middle Childhood

Joshua Lichty
Onalaska School District
Generalist/Middle Childhood

Dana Marcinkus
Racine Unified School District
English Language Arts/Adolescence and Young Adulthood

Anna Marty
Kickapoo Area School District
Literacy: Reading-Language Arts/Early and Middle Childhood

Kate Maserter
Sun Prairie Area School District
Mathematics/Early Adolescence

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Two Greendale Teachers Earn Board-Certified Status from National Organization



Kitty Goyette
Communications Director
Greendale Schools

Two Greendale Schools' teachers have earned the National Board Certified Teacher (NBCT) designation from the National Board for Professional Teaching Standards.

Greendale Middle School English Teacher Bridget Brown and Greendale Middle School Teacher Social Studies Teacher Erin McCarthy were commended by the Greendale Board of Education at its meeting on January 6.

The National Board Certified Teachers

(NBCTs) is the highest mark of professional 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. Brown and McCarthy join a growing community of 125,000 Board-certified teachers across all 50 states.

"Earning National Board Certification is a tremendous personal achievement for these accomplished educators," said Joe Crapitto, president of the Greendale Board of Education.

"Each demonstrates outstanding commitment to their students and does much to spotlight the importance of teaching as a profession."

"Bridget and Erin are passionate and dedicated teachers who bring their own excitement for learning to their classrooms each day," said Kimberly Amidzich, Interim Superintendent of Greendale Schools. "Achieving this distinction is a wonderful testament to their hard work in helping our students to grow and our district advance. Greendale Schools' students are fortunate to have them as teachers and role models. The district is grateful to have them as part of our

dedicated and committed team."

Brown joined the team at Greendale Middle School in 2011 and has been teaching 8th grade

English since that time. She is in her 13th year of teaching. She holds degrees in English and History secondary education. A native of Oconomowoc, she resides in Wauwatosa with her husband and two daughters.

McCarthy has been teaching social studies at Greendale Middle School since 2011 and is in her eighth year of teaching. She holds Bachelor of Arts degree in history and a Master's degree in Public History. A native of Palatine, Illinois, she resides in Milwaukee with her husband and three children. McCarthy is the 2020 Wisconsin Middle School Teacher of the Year and the 2020 Wisconsin National Teacher of the Year Representative.

[\(414\) 423-2700](http://www.greendale.k12.wi.us)



R Kimberly's Dr. Robert Mayfield Named WASDA Superintendent of the Year



The Wisconsin Association of School District Administrators has named Dr. Robert Mayfield as its 2020 Superintendent of the Year.

Dr. Mayfield has served as superintendent of the Kimberly Area School District (KASD) since 2008.

"I am truly humbled to receive this honor, which represents all the talent, hard work and commitment of our staff, school leaders, Board of Education, students and families throughout our District," said Mayfield.

"Dr. Mayfield is an exemplary superintendent and a great representative of the high

quality of district leadership that exists in school systems across Wisconsin," said Jon Bales, Executive Director of WASDA. "We are very pleased to recognize his outstanding work through the Superintendent of the Year award."

During his time as superintendent, Mayfield has focused on building a public school system around three components: a clear vision for the future in which all students reach their potential, developing high quality staff and creating a culture of continuous improvement.

Mayfield worked with parents, students, staff and community members to develop the District's "Plan for Excellence." The plan provides a clear vision and goals for the District's future.

"Our community has embraced a vision of creating a public school system in which all children have opportunities to reach their potential," said Mayfield. He continues to engage the community to pursue these goals.

Mayfield also focuses on developing high-quality staff and administrators.

"I believe in having talented people in the right positions to be most effective," he said. "This includes staff who are dedicated to continuous improvement, learning for the benefit of students' learning and meeting the individual

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88 Wisconsin Teachers Receive National Board Certification! Continued from Page 19

Amy Mather
Onalaska School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Erin McCarthy
Greendale School District
Social Studies-History/Early Adolescence

Mary McDaniel
Kaukauna Area School District
Generalist/Early Childhood

Kathryn Mohr
Verona Area School District
Generalist/Early Childhood

Kathryn Moldenhauer
Verona Area School District
Generalist/Middle Childhood

Katherine Myers
Eau Claire Area School District
English as a New Language/Early and Middle Childhood

Jessica Noche
Cedarburg School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Gina O'Brien
Sun Prairie Area School District
English Language Arts/Early Adolescence

Angela Osheim
Ripon Area School District
Mathematics/Early Adolescence

Amy Otis
Verona Area School District
Generalist/Early Childhood

Jennifer Piorkowski
Oconomowoc Area School District
World Languages/Early Adolescence Through Young Adulthood

Teresa Ploch
Beaver Dam Unified School District
Music/Early and Middle Childhood

Marquel Pollard
Milwaukee Public Schools
Generalist/Middle Childhood

Katherine Pristash
Superior School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Dena Pulos
Milwaukee Public Schools
English as a New Language/Early and Middle Childhood

Sara Pyka
Oconomowoc Area School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Amy Raddatz
Merrill Area Public School District
English Language Arts/Adolescence and Young Adulthood

James Reichling
Madison Metropolitan School District
Science/Adolescence and Young Adulthood

Melissa Riedasch
Superior School District
Generalist/Early Childhood

Debra Roland
Lake Geneva-Genoa City UHSD
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Rachel Rolfs
Watertown Unified School District
Generalist/Middle Childhood

Diane Roska
New Glarus School District
Generalist/Early Childhood

Eric Schmutzner
School District of Edgerton
Science/Adolescence and Young Adulthood

Kelsey Schmutzner
Beloit-Turner School District
Music/Early and Middle Childhood

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English Language Arts/Adolescence and Young Adulthood

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Tera Simpson
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Health Education/Early Adolescence Through Young Adulthood

Hannah Smith-Jones
Baraboo School District
World Languages/Early Adolescence Through Young Adulthood

Kristina Springer
Verona Area School District
Generalist/Early Childhood

Stacy Stecker
School District of Reedsburg
Generalist/Early Childhood

Angelica Steele
Monroe School District
Generalist/Early Childhood

Jason Then
Wilmot Union High School District
English Language Arts/Adolescence and Young Adulthood

Stacy Tremaine
Verona Area School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Nicole Vesperman
School District of Belleville
World Languages/Early Adolescence Through Young Adulthood

James Warren
Oshkosh Area School District
Generalist/Middle Childhood

Lisa Zimmerman
Chippewa Falls Area Unified School District
Generalist/Middle Childhood

Source: www.nbpts.org/nbct-search

WASDA Superintendent of the Year

Continued from Page 20

needs of every child.”

Mayfield cites the efforts of staff to serve students with mental health challenges as one of the most impactful accomplishments of his time as superintendent.

“I consider the mental health continuum of services the district has implemented for students as a significant achievement,” said Mayfield. “This was made possible through the efforts of many people. It has involved many hours of strategic planning, seeking funding and developing creative partnerships to provide mental health counseling options to all our students.”

In addition to having a clear plan for the future and skilled people in place, Mayfield fosters a culture of improvement. He describes it as the “Kimberly way” — a culture of continuous improvement for student success.

“We have high expectations for our students and staff,” said Mayfield. “If you are going to pursue an opportunity, I want you to excel at it and know that our District will be there to support you along the way.”

One example of this culture of improvement is the District’s work to identify and address stagnant English language arts and math achievement among student subgroups, including students with special needs and those who are economically disadvantaged. Through staff members’ dedication to embracing continuous improvement practices, the two lowest-performing and highest-poverty schools in the District now have realized four years of continued growth.

“Together, we have demonstrated that, by setting goals, refusing to accept the status quo and being steadfast in our efforts toward continuous improvement, we can raise achievement for all public school students,” said Mayfield. “I am thankful for a community that supports our work, a Board of Education that believes in the many leaders within our District and a staff that believes in making this culture happen. I am proud to represent the Kimberly Area School District and our entire community.”

During his 27-year career with the District,

Dr. Mayfield has served as an assistant superintendent for learning, as well as an associate high school principal and elementary principal. Earlier in his career, he was a special education teacher and athletic coach. He holds a bachelor’s degree, a master’s degree, and a doctorate. Mayfield and his wife, Robin, are the proud parents of twins Kyle and Lauren, who are both attending college. His wife and children are all graduates of Kimberly High School.

Since its inception more than 30 years ago, WASDA’s Superintendent of the Year program has become widely acknowledged as the most prestigious honor a Wisconsin school system leader can attain. Applicants are measured on criteria that include 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.

“Over his 11-year tenure as superintendent of the Kimberly Area School District, Dr. Mayfield has proven himself to be a truly transformational leader focused on continuous improvement for our students, teachers and staff,” said Dr. Montgomery Elmer, KASD Board of Education president. “This recognition from WASDA is a great reflection of the hard work and dedication he has demonstrated while serving our school district community in so many meaningful ways. On behalf of the Board, I would like to congratulate Bob for this award.”

Mayfield will represent Wisconsin in the National Superintendent of the Year program at AASA’s National Conference on Education in San Diego in February 2020.

Source — Wisconsin Association of School District Administrators

**www.kimberly.k12.wi.us
(920) 788-7900**





Two KASD Teacher Earn National Board Certification

Kaukauna Area School District

Kaukauna Area School District is proud to share that two KASD teachers have recently attained National Board Certification. Marcy Fitzgerald and Mary McDaniel, both teachers at Tanner Early Learning Center, joined the list of nearly 1,500 Wisconsin teachers to hold this certification through the National Board for Professional Teaching Standards; this serves as teaching's highest professional credential.

In order to achieve Board certification, teachers must complete a performance-based, peer-reviewed process, demonstrating their proven impact on student learning and achievement.

Marcy Fitzgerald has been teaching at KASD since 2001, and has been at Tanner Early Learning Center for the past 11 years. She chose to pursue National Board Certification because she wanted to continue to improve, grow and reflect as an educator. "My goal is to always provide a positive learning environment for my students, while consistently helping them



Marcy Fitzgerald

improve in their academics. I hope that in addition to the professional development that the District provides, along with this certification, I will continue to have a valuable influence in the lives of our youngest students."

Mary McDaniel has been teaching 4K at Tanner Early Learning Center for nine years. She received her Bachelor's Degree in Elementary Education with a minor in



Mary McDaniel

Early Childhood (Birth-Age 11 certification), and her National Board Certification as a Generalist – Early Childhood Teacher. "I chose to pursue National Board Certification because I wanted to continue to grow and develop as an educator, and I liked how the process entirely centered around students," said McDaniel.

"Mrs. Fitzgerald and Mrs. McDaniel are incredible leaders in our school community," commented superintendent Mark

Duerwaechter about the certifications. "KASD is proud to celebrate their growth and development as educators, and grateful for their drive and dedication, and for the example that they set for their students and their peers."

National Board Certification is a performance-based, peer-reviewed process that requires teachers to demonstrate advanced knowledge, skills and practice in their subject area through three portfolio entries, as well as a computer-based assessment. During 2019, more than 3,500 new teachers across the United States achieved National Board Certification, and together, with the nearly 5,000 who successfully renewed their certification this year, make up a community of more than 125,000 Board-certified teachers across all 50 states.

[\(920\) 766-6100](http://www.kaukauna.k12.wi.us)



Two Kimberly Teachers Earn National Board Certification



John Cleaver (above, at right)

Kimberly Area School District

The Kimberly Area School District is pleased to add two more names to its list of National Board Certified Teachers. John Cleaver and Shannon Glenn, both teachers at Kimberly High School, recently attained their National Board Certification. They join thirteen other teachers in the District who have completed their 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 (NBPTS). .

John Cleaver is in his third year as a math teacher at Kimberly High School. He holds a Bachelor of Science degree and is a Certified Athletic Administrator through the NIAAA. "Through the National Board Certification process, I have abundantly sharpened my classroom skills of lesson planning, capturing, assessing, recording,

reflecting and adjusting future instruction," commented Cleaver. "Through my improvements in learning, students will improve in their learning."

Shannon Glenn is in his 15th year of teaching Science at Kimberly High School. He received his Bachelor's Degree in Biology and Chemistry in 1994, and his teaching certification in 1999. He later received his Master's Degree in Education (Pedagogy) in 2009.

"National Board Certification made me aware of how closely tied the goals of

KASD are with what is taught in this process" he said, "Teachers are the number one factor for student success; I hope that my being certified will help my students to achieve their goals."

National Board Certification, recognized as the gold standard in teacher certification, was established as a vehicle for defining and recognizing accomplished teaching. The process is an extensive series of performance-based assessments that include teaching portfolios, student work samples, videotapes and thorough analysis of the candidate's classroom teaching and student learning.

It also requires teachers to complete a series of written exercises that probe the depth of their knowledge in a subject matter, as well as their understanding of how to then teach those subjects to students; a process that can take from one to three years to complete. John and Shannon join their colleagues Megan Berger,



Shannon Glenn

Jessica Evers, Aimee Froze, Tracie Halfmann, Jason Jansen, Kelly Jansen, Jodi King, Jen Loomis, Martin O'Donnell, Amy Reed, Stacy Shrode, Kristin Smits and Phil Yunk in earning their National Board Certification.

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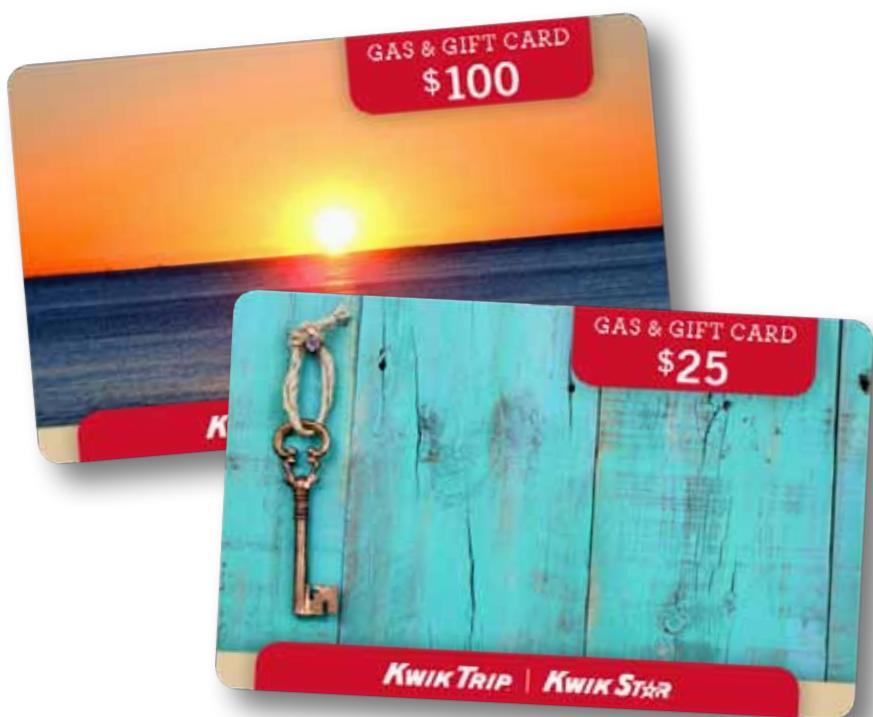
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