



The Little Chute Career Pathways Academy (LCCPA)



LCCPA offers students a thorough, “real life” education within the context of the fields of manufacturing and health care. A common question asked by high school students is, “When am I ever going to use this?” You won’t have to ask that question at LCCPA. Our curriculum is designed to develop the skills that employers and leaders in all aspects of industry identify as being crucial for success in the 21st century. We know our curriculum is relevant because we have Presidents, CEO’s, and Human Resource personnel from real life companies helping us design it!

Learning Happens Anytime, Anywhere

While LCCPA will initially be located on site at Little Chute High School, the educational opportunities that we provide extend well beyond the walls of LCHS. Students will take classes in a normal high school setting, just like a typical high school student. However, they will also have the opportunity to learn from experts in

the fields of manufacturing and health services as they visit one of our many industry partners, participate in frequent job shadow opportunities, and even work part time as a component of their high school education. Not only will students have the opportunity to learn from people in the real world, but they will also be able to take full advantage of the opportunities offered by our post-secondary education partners.

Youth Apprenticeship Spotlight

Ryan D.

Ryan DeGroot, this season’s Youth Apprenticeship Spotlight, is a senior at Little Chute Career Pathways Academy in the Manufacturing and Engineering pathway. He is currently employed at a local manufacturer in their Piping Engineering Department where he works with drawings provided by the engineers TI consults with and breaks them down into smaller versions (called spools) that are easier for the shop to use in order to manufacture their products. He also enters testing requirements and labor charges for the spool drawings he creates. Most of his work is for piping on naval vessels and oil refineries and is similar to what he hopes to do for his career, which makes this a great learning opportunity.

As a student, Ryan enjoys math, science, and problem-solving, which naturally led to an

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Career Focus

Students and parents increasingly seek hands-on opportunities for career exploration and career readiness. Employers, pursuing alternative ways to rebuild their workforce, are ready to engage with them.

How three Northeast Wisconsin high schools are utilizing career pathways and apprenticeships to better serve their students

By Mike Snowberry and Jeff Blumb

Career preparation within the high school has long needed to be revamped to meet the changing needs of both students and the business community.

Today’s high school students are looking for more than traditional courses in the classroom. They — along with their parents — want hands-on opportunities for career exploration and, ultimately, career readiness.

ECMC Group, a non-profit corporation whose mission is to help students succeed through innovative educational opportunities, released data this past May from a multi-year study of 5,300 14- to 18-year-olds. Their findings showed that 75 percent of high-school students have a career in mind and that they are seeking shorter, less expensive and more direct-to-career pathways in high-demand industries.

The best way to provide that is to essentially transform the American public high



school experience through meaningful partnerships with business/industry and post-secondary educational institutions.

Societal trends have brought on an overall employee shortage for business. That issue was further exacerbated by the “Great Resignation” of the COVID-19 pandemic.

Many employers have needed to look at alternative ways to rebuild their workforce. One way is to increase their engagement with educational institutions, particularly at the high school level.

In Northeast Wisconsin, three smaller high schools have come together to offer students career-focused curriculum and hands-on work opportunities. Students from Luxemburg-Casco, Kewaunee and Denmark high schools in recent years have had the opportunity for career exploration in automotive and diesel maintenance. Now they have that opportunity in healthcare thanks to a new partnership.

**More Career Pathways
Continued on Page 5**



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- ▶ Two Wisconsin Teachers Write Book about Wisconsin Athlete
- ▶ D.C. Everest Fishing Team Named 2022 Wisconsin Interscholastic Fishing Association Team of The Year



Anna Siemsen, 2021 Senior Exhibition, New Studio Practice: Fine Arts

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Sixteen Career Clusters and Their Pathways



Agriculture, Food and Natural Resources

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Natural Resources Systems
Plant Systems
Power, Structural and Technical Systems



Architecture and Construction

Construction
Design/Pre-Construction
Maintenance/Operations



Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film
Journalism and Broadcasting
Performing Arts
Printing Technology
Telecommunications
Visual Arts

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Business Information Management
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Teaching/Training



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Human Services

Consumer Services
Counseling and Mental Health Services
Early Childhood Development and Services
Family and Community Services
Personal Care Services



Information Technology

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Web and Digital Communications



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Manufacturing Production Process Development
Production
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Marketing Management
Marketing Research
Merchandising
Professional Sales

Science, Technology, Engineering and Mathematics

Engineering and Technology
Science and Math



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Sales and Service
Transportation Operations
Transportation Systems/Infrastructure Planning, Management, and Regulation
Warehousing and Distribution Center Operations

Courtesy of the Wisconsin Department of Public Instruction

Bellin College Healthcare Academy Continued from "Career Focus" Page 1



This new initiative is the Bellin College Healthcare Academy in partnership with Bellin Memorial Hospital. Begun in the 2022–23 academic year, it provides students with a career pathway in healthcare.

Bellin College previously has offered individual healthcare-focused courses at high schools in Northeast Wisconsin — typically upper-level science classes — but this is its first full-scale healthcare program. Participating students can earn up to 42 college credits while in high school, allowing for both career exploration and the opportunity to get a leg-up on their post-secondary education.

Students who complete the Bellin College Healthcare Academy coursework while in high school have the potential to receive a bachelor's degree in nursing at Bellin after only two additional years of post-secondary study. Students essentially will have completed the entire first year of study at Bellin while in high school. The

normal degree progression at Bellin is eight semesters over three years, including two summer sessions.

This new partnership came together rather quickly. We had our first dialogue with Bellin in mid-February 2022 and within two months' time, following approval by the boards of education of the three districts, the program was in place for this fall.

We couldn't have made this happen without the meaningful support of Bellin, especially Phil Schaible, director of sports medicine and orthopedics for Bellin Health, and Dr. Mark Bake, dean of students and allied health sciences at Bellin College. Chad Dall will be overseeing the program for Bellin.

Phil shared with us that Bellin had real staffing concerns before COVID-19, and that coming out of the pandemic their workforce needs have heightened dramatically. He raised an excellent point in our discussions, that students have familiarity with

doctors and nurses, but often don't know about all of the other careers in healthcare, simply for a lack of exposure to them.

The Bellin College Healthcare Academy is aimed at providing that career exploration to students, while creating a vigorous pipeline of young people who are interested in a healthcare career.

As we met with Phil and other members of the Bellin team this past April, we had the opportunity to begin introducing them to our students. Traditionally in healthcare there is a belief that a high-school student is not appropriate for work within the healthcare field. We were able to demonstrate to Bellin through these interactions that our students are mature and career-focused, and their human resources personnel have started to look at students for employment opportunities within the Bellin health system.

Initial coursework, which allows students to affirm their interest in the healthcare field, is rotating between the three participating high schools.

Upon completion of those introductory courses, students apply and interview for admittance into the Bellin College Healthcare Academy. Once accepted, they begin upper-level coursework, online and in-person at the Bellin campus in Green Bay. At this point in their educational pathway, paid

internship opportunities also are available to students.

While students can begin the healthcare-focused courses during their freshman year, all three districts felt strongly that there should be entry points into the curriculum for older students.

Ultimately, Healthcare Academy students will be well positioned for any of the Bachelor of Science programs at Bellin College.

Initial student interest has been strong. We had more than 40 students registered for the inaugural courses last fall.

We believe that we have found a real win-win solution, benefitting both our students and a prominent area company — Bellin Health is the largest employer in neighboring Brown County.

The key to success of any career-focused student initiative is strong partnerships — with both educational institutions and area employers. We have that with Bellin College and Bellin Health.

**More Career Pathways
Continued on Page 6**

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Pathway Opportunities

Continued from “Career Focus” Page 1



Ahnapee Automotive

Ahnapee Automotive provides students in their junior and senior years with the ability to earn college credits through a strong partnership with our local technical college, while also receiving credit towards high school graduation. Through successful completion of the college’s Automotive Maintenance Technician (AMT) curriculum, students can achieve a one-year technical diploma.

After graduation from high school, students can choose to continue their education at a technical college or go directly into the workforce. Most students augment their coursework with hands-on work at area automotive dealerships.

The impact on students in the Ahnapee Automotive program has been profound. Our recently retired superintendent, Glenn Schlender, who was instrumental in the creation of our career-readiness curriculum, shares the story of one student, who told him, “I didn’t like coming to school very much, but now I look forward to it every day because of this.”

Our new superintendent, Dr. Jo-Ellen Fairbanks, is a strong proponent of community partnerships to develop opportunities for students. She believes that it is our job to create a secure and stimulating atmosphere for every student to meet his or her goals.

Ahnapee Diesel

Ahnapee Diesel, which began in the 2021-22 school year, was the first credit-bearing, diesel-only high school education program in Wisconsin and one of roughly 20 such programs nationwide. The program got off the ground with robust support from area companies and the regional transportation industry. More than \$425,000 in combined financial and in-kind contributions were received, including a variety of diesel equipment.

Similar to Ahnapee Automotive, juniors and seniors can earn college credits while

also receiving credit towards high school graduation. Upon completion of the Diesel Maintenance Technician (DMT) curriculum, students will have attained a one-year technical diploma. They subsequently can choose to enter the workforce or pursue a specialized technical diploma or associate degree.

Student enthusiasm for Ahnapee Diesel has been strong. For the 2022-23 school year, we are at capacity with 32 total students – 16 juniors and 16 seniors – enrolled.

Firefighter 1 Certification

Luxemburg-Casco High School and Casco, Luxemburg, and New Franken Fire departments have partnered with the technical college to offer a Firefighter 1 Certification course.

Students can now earn high school and college credits while learning the basics of firefighting. They must fill out an application and be accepted into this competitive program.

Students will take the required courses to become a volunteer firefighter. Once the student has completed the training, they will be eligible to volunteer at their sponsored fire department. The students will be supported by the fire department and school district with Personal Protective Equipment (PPE) and the department will provide opportunities for additional training at the fire stations and Paid-On-Call shifts.

Rising Phoenix

Seven high school students were also able to start the Rising Phoenix program (part of the local UW programming) this year. The students can earn an Associate of Arts and Science degree by taking 60 college credits during their junior and senior year of high school at no cost. Chris VanderWielen shared, “To become financially free and have a head start on my career path has allowed me to get ahead of students my own age.” Chris is considering engineering for a career.

In the Fall of 2023, all students will have the opportunity to participate in the Rising Phoenix program where the district will pay for the first 18 credits and parents will pay for the remaining 42 credits at a reduced rate through the Early College Credit Program. The estimated cost for students for the two years depending on the courses they take will be \$4,200- \$8,400 plus \$1,200 for books. High school students will have the opportunity to get a head start on earning college credits through dual enrollment while still in high school. “Bowie Bredael feels more prepared for college and will be able to handle the transition to college. When I start my first year at the University, I will be able to take classes in my major.” The application is now open for the program.

I think that Scott Fritz, superintendent of our partner the Kewaunee School District, summed things up well when he said, “College is an expensive career exploration program, so our hope is to create as many opportunities for our students to experience career pathways while still in high school.”



Apprenticeships

We have found that one of the best avenues for that career exploration is apprenticeships. They really are a game-changer for high-school students, and for some students become their purpose in attending school. The apprenticeship experience creates maturity and develops a sense of purpose for their future.

We began the Ahnapee Regional Youth Apprenticeship program in 2018 with five students. In its fifth year, we had a record number of participants – 284 – from the seven area high schools taking part across 16 Career Clusters.

There were 144 students from Luxemburg-Casco High School, which represented 55 percent of our senior class and 36 percent of the junior class.

Students are required to commit 10-12 hours per week to the apprenticeship program, though the average time spent by YA participants is 19.25 hours/week. As of October 2021, the average wage paid to students is \$12.45 an hour, and Ahnapee YA participants had earned more than \$1.24 million, according to Wisconsin DWD records.

Employers have shared with us that they appreciate the increased visibility of their busi-

ness and industry, along with the access it provides to young workers who are eager to learn and have interest in the profession. It is an excellent pipeline for recruiting and retaining talent from the quality, pre-screened pool of candidates we provide.

History tells us that most participating students receive permanent job offers from employers.

Jen Johnson has done an amazing job in taking the apprenticeship program from its inception to the great heights it has reached. It now is poised to take a quantum leap in terms of the number of students it can serve.

In January 2022, a new partnership was announced between the Ahnapee Youth Apprenticeship Consortium, CESA 7, and the Greater Green Bay Chamber. The newly created Northeastern Wisconsin Youth Apprenticeship consortium (NEWYA) combines the strengths of the three organizations for a vigorous Academic and Career Planning program which is customizable to individual school districts and offers a streamlined process for students to connect with employers.

Jen and a growing team of in-person career coaches will be supporting more than 38 Northeast Wisconsin school districts. The expectation is that approximately 1,500 total students will be placed with area employers during the 2022-23 school year.

I agree wholeheartedly with Luke Goral, district administrator of our partner the Denmark School District, when he says, “We owe it to our students to provide the highest level of educational programming to ensure success within school and beyond.”

We believe that a career-based curriculum, supplemented by a strong apprenticeship program, is the secret sauce for the long-term success of today’s student learner. As a student-led exploration process, participants enjoy exploring areas that they have an interest in and have a higher satisfaction level with their overall school experience.

Business and industry are eager for these partnerships in the face of their hiring challenges.

It’s become a win-win situation in Northeast Wisconsin, and there is no reason that this model cannot be replicated across the state.

Mike Snowberry is the director of learning services at the Luxemburg-Casco School District, which serves nearly 2,000 Northeast Wisconsin students and has a top 10 high school within the Green Bay metro area. He has a passion for continuous student growth towards college, career and community readiness. Jeff Blumb is a communications consultant to the Luxemburg-Casco School District.

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Architecture Construction & Engineering Academy

A two-year program preparing high school juniors and seniors for education and careers in the construction industry.

The ACE Academy is an opportunity for students to explore the world of construction. During the first year, students take Construction Systems and Construction Careers. The second-year includes Off-Site Construction, Construction Capstone, and Building Information Management.

The ACE Academy offers students a wide variety of real-world hands-on experiences from trades to management and partners with multiple businesses throughout La Crosse. ACE Academy students have the opportunity for multiple job shadows to explore the variety of careers available in the construction industry.

La Crosse Engineering Academy

The La Crosse Engineering Academy is a two-year opportunity to prepare students entering the 11th and 12th grade for education and careers related to ENGINEERING!

Mission:

To provide interested students with the appropriate academic rigor and technical skills needed to move into post-secondary engineering related careers.

The La Crosse Engineering Academy is designed to:

1. Expand opportunities for students to explore educational and career opportunities related to Engineering.
2. Provide local job shadows and internships related to careers in Engineering.
3. Diversify the student populations enrolled in Technology & Engineering related coursework.
4. Increase the number of partnerships with local business and industry.
5. Provide students with a rigorous academic curriculum integrated with current hands-on technical skills.

Future Careers:

As an engineer, you can choose to work on projects that benefit society, such as cleaning up the environment, developing prosthetic aids for disabled persons, designing clean and efficient transportation systems, finding new sources of energy and alleviating the world's hunger problems.

According to the US Bureau of Labor Statistics, engineering occupations are expected to grow 4 percent from 2018 to 2028. About 113,300 new jobs are projected to be added.

- The median annual wage for engineering occupations was \$80,170.
- Computer and information technology occupations are projected to grow 12 percent with a median annual wage of \$86,320.

La Crosse Health Science Academy

Mission Statement

To provide students with opportunities and experiences in a healthcare driven curriculum designed to inspire and prepare them to be future members of the healthcare workforce.

About the Health Science Academy

The Health Science Academy provides

Continued on Page 9

Academic and Career Planning at SASD



Sheboygan Area School District

The Sheboygan Area School District (SASD) has been leading the way in the development and implementation of Academic and Career Planning, commonly referred to as ACP. ACP is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

SASD was the first district in the CESA 7 area to have four Regional Pathway Maps approved by the Wisconsin Department of Public Instruction in October 2021.

- Architecture & Construction
- Advanced Manufacturing
- Digital Technology
- Health Science Patient Care

Regional career pathways align education and training with the needs of the local job market, provide a range of postsecondary options, result in a high school diploma with at least one industry-recognized credential, and help students enter or advance within an occupation.

These maps represent many years of collaboration with community partners and early emphasis on the building blocks of academic and career planning.

For students interested in pursuing careers in these areas, the pathway maps guide students through the recommended coursework, credentials, and experiences to best prepare them to succeed in their field.

The pathway maps outline five key areas for students to consider when planning for the future:

- a sequence of aligned courses,
- enrolling in dual credit college courses,
- earning an industry-recognized credential,
- participating in career-based and work-based learning experiences, and

- accessing related Career and Technical Education (CTE) student organizations

Using the Health Science Patient Care pathway as an example, SASD students can enroll in four high school courses directly related to this field — including Introduction to Medical Occupations and Medical Terminology, which also earns college credit. SASD students also have the ability to earn industry-recognized credentials in Basic Life Support, CPR and First Aid, and Certified Nursing Assistant. In addition to academic classes, students can join their school's HOSA-Future Health Professionals organization and take part in state, regional, or local career exploration programs listed in the pathway map.



All SASD students and staff in grades 6-12 have access to and regularly use an ACP software tool called Xello. Using their Xello account, students can save their coursework and goals to help keep them on track throughout their high school careers. High school counselors are also a great resource to help guide students to the many varied opportunities available that relate to future goals.

In 2017, the Sheboygan Area School

District developed a College and Career Readiness (CCR) Report Card to more appropriately assess students' college, career, and life readiness. The metrics in the report card are research-based and outlined by Redefining Ready, a national initiative launched by the School Superintendents Association. Since its inception, the CCR Report Card has enabled SASD schools to track the progress of cohorts of students, both large and small, as well as individual student's progress.

A New Education Pathway!

The Sheboygan Area School District is making a strategic effort to promote careers within the field of education, with the ultimate goal of supporting students to return to the SASD as teachers. The SASD has created its own education career pathway, which includes all of the key areas - a sequence of courses, college-credit courses, a work-place learning opportunity with our Youth-Tutoring-Youth program, the opportunity to earn an industry-recognized credential, and access to our local Educators Rising organization.

The Sheboygan Area School District's goal is to prepare all students to successfully take the next step in their self-defined career pathway. Academic and career planning is the guide to help students reach their individual goals. With a high school course guide out-



lining nearly 300 course options, including more than 100 offering college credit, the Sheboygan Area School District is uniquely positioned to prepare students for the future.

Learn more about Academic and Career Planning in the Sheboygan Area School District at <https://www.sheboygan.k12.wi.us/programs/academic-career-planning>

Learn more about the Wisconsin Regional Career Pathways approach, which is a statewide effort to deliver high-quality career pathways in high schools that reflect the needs and vision of a regional collaborative group of employers, education, and economic and workforce development on the Wisconsin Department of Public Instruction's website at <https://dpi.wi.gov/pathways-wisconsin>

[sheboygan.k12.wi.us](https://www.sheboygan.k12.wi.us)



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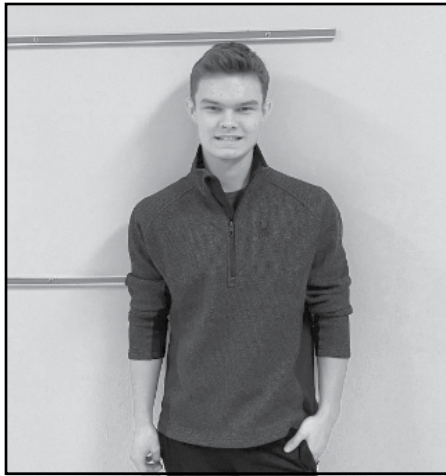


Electronics Engineering
Technology



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The Little Chute Career Pathways Academy (LCCPA) Continued from Page 1



the Youth Apprenticeship program and the specialized classes—regardless of what pathway they choose. For this, Ryan is a great role model given that his work with TI not only prepares him for his future, but also builds great networking relationships between the LCCPA and his/other businesses in the industry.

When he's not at school or work, Ryan is a three-year soccer and golf veteran for Little Chute. He also enjoys spending time outdoors, skiing in the winter, and wakeboarding in the summer. He is also Vice President of Skills USA.

Job Shadow

Giselle D.



Our science/PLTW teacher in the LCCPA, Mr. Choudoir, prompted us to search for a job shadow relating to an area of interest we have. I personally look forward to pursuing a career in the forensic science field as a forensic toxicologist or scientist, so I decided to inquire about a possible job shadow in a similar setting, such as a lab. I was able to obtain an opportunity at the a Chilton area hospital with lab supervisor, Kimberly Hernandez, MLS.

What captivated me the most was learning about how technology is progressing to

interest in engineering. After high school, he plans on attending a four-year college to pursue a degree in mechanical engineering. With that degree, he hopes to find a career where he can work both hands-on and with 3D modeling software. This goal for his future is what motivates him to work as hard as possible every day.

Ryan is grateful that the LCCPA has given him the opportunity to be more flexible with his schedule. This has allowed him the time to participate in the Youth Apprenticeship program both during his junior and senior years while still being able to earn all the necessary credits to graduate on time. The LCCPA has also given him a more focused path towards his goal of becoming a mechanical engineer. It goes without saying that Ryan particularly enjoys his Manufacturing coursework with Mr. Larson as well as his Machine Tool Jumpstart course for a local technical college.

When asked about what advice he'd give to incoming freshmen, he said to take full advantage of what the LCCPA has to offer, especially

help with Complete Blood Counts (CBC). For this procedure, specialized machinery utilizes a needle-like structure that pierces through the top of a sample and separates erythrocytes from leukocytes and platelets. The results can be used to report any "flagged" counts which can lead to a diagnosis of a particular disorder. Furthermore, after observing the behavior of the lab technicians, I came to the conclusion that in order to be successful in this field, it is essential to be communicative, level headed, and ultimately self-driven. I also appreciated the fact that everyone in the lab respected the organizational structure to maximize efficiency, and was surprised to learn that even in such a rural setting, tasks were fast-paced and varied. Towards the end, the lab techs allowed me to utilize their equipment and get a bit of practical experience in. I came to the realization that I truly felt as if I belonged in that type of ambiance.

I am appreciative to have had this opportunity, as it has made me more adamant and set on pursuing a career in which I'll be able to eventually practice in the lab setting.

Career Experiences

Charli M.

On October 5th, Charli Meixl got to visit a construction and architectural company based in Kaukauna, WI, to learn about the process and everyday work of an interior designer. Throughout the day, Charli got to see how they set up meetings and their offices as well as how Keller works with other businesses. Specifically, she got to learn more about what interior design looks like at a professional business. She got to talk with some professional designers about how they come up with their ideas, how they converse with business owners, and the process of



planning and drawing out their ideas on paper.

As a part of her experience, Charli also got to learn about some of the skills and education required to be successful as an interior designer. She saw the variety of online software designers use to digitally color code or develop drawings of buildings. In addition to creativity, she also learned how important it is to be a good communicator, be up-to-date on styles and trends, and to be versatile and mix-and-match based on clients' wants and needs.

Charli has been thinking of being an interior designer for several years now, and when asked to reflect on how her visit fit with her academic and career goals, she said the experience helped confirm that interior design is a career she'd like to pursue. She is also looking forward to exploring all of the post-secondary education opportunities available to get her ready for her career.

For more information about the Little Chute Career Pathways Academy go to <https://www.littlechute.k12.wi.us/schools/careerpathwaysacademy>

[littlechute.k12.wi.us](https://www.littlechute.k12.wi.us)



The Academies of La Crosse Continued from Page 7

thematic instruction, dual credit, career exploration, job shadowing opportunities, clinical experiences, health science labs, mentoring by health professionals and certification opportunities for participating students. Each day students spend three hours at the Academy and then return to their high school campus for the remainder of the school day. The integrated curriculum offers students real world applications of the knowledge and skills needed in the health science industry. Data shows that over 90% of Academy graduates are either working in or pursuing a degree in healthcare.

Participating Schools

- Aquinas
- Bangor
- Coulee Christian
- Holmen
- La Crosse School District (Central, Logan, 7RCHS)
- Onalaska

- Viroqua
- West Salem

High school sophomores interested in applying to the Health Science Academy can obtain an application from their high school student services office. Once applications are reviewed, potential students are contacted for an interview by the Academy's staff.

"Being held to a high standard in HSA has led me to significantly outscore my peers in college. The surgical mentorship and the job shadows I participated in have truly changed my life. Prior to HSA, I didn't know what I wanted to do as a career. However, after my first medical experience, I knew that becoming a physician was and still is my dream." -Devin Bocook, Class of 2020

"The Health Science Academy offers students the opportunity to learn about the many careers offered in healthcare. Through field experiences, job shadows and learning experiences focused on healthcare, students can get

a jump start on their future goals and gain an understanding of the joys a career in healthcare offers." — Nahmie George La Crosse Health Science Academy Instructor

Youth Apprenticeship

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Key elements of the youth apprenticeship program are:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience
- Related classroom instruction concurrent with work-based learning
- Curriculum guidelines for all programs
- Performance evaluation of demonstrated competencies
- State-issued skill certificate

For more information on Career and Choice Education at La Crosse Schools go to <https://www.lacrosseschools.org/programs-services/career-choice-education/>

[lacrosseschools.org](https://www.lacrosseschools.org)





Spotlight on Three Career Pathways Green Bay Public Schools



Bay Link students have been learning to make a “1-2-3 Block”. Machinists use them for setting up and inspecting machines. Because 1-2-3 Blocks are made to very precise standards (commonly 0.0002”) with parallel edges, they can be used as a reference in shops for checking other work.

Bay Link Manufacturing

Every year, juniors and seniors in the Green Bay Area Public School District are invited to apply for the Bay Link Manufacturing® program. Bay Link Manufacturing® gives students the opportunity to gain real world experience in manufacturing, engineering, marketing, and business. Recognizing that the future depends on creating a highly skilled workforce to sustain our vibrant community, the Green Bay Area Public School District and its partners developed Bay Link Manufacturing® in 2014. Students receive high school credit as well as college credit upon completion of the program.

Bay Link Manufacturing® is a high-precision manufacturing learning lab located at Green Bay West High School. The lab is equipped to complete projects for local companies in the areas of industrial welding, machine fabrication, and metals. Through sales, marketing, accounting, project planning, bidding, purchase orders, and customer service, students also learn the business side of manufacturing. After being a part of Bay Link Manufacturing®, students are prepared



A handy accessory for any machinist, the spring center tap guide ensures you start every tap or reamer straight with perfect alignment. It has a spring loaded and hardened point.

to attend a 2 or 4 year college in the fields of manufacturing and engineering. They may also be prepared to enter the workforce in an entry-level position.

This student-run manufacturing job shop provides students with opportunities to complete projects for local businesses in areas of welding, machine fabrication, and metals. Some of the equipment capabilities include; design/software, CNC machining, manual machining, cutting and welding.

Students get hands on experience in learning to produce materials and projects efficiently, effectively and accurately. There is also a business side to Bay Link Manufacturing® where students talk to customers and make sales calls. “We do charge for the work we do, so the money that we make goes back into the program and the students then receive a scholarship based off our profits,” said Andy Belongia, Bay Link Manufacturing® Coordinator.

To learn more about Green Bay West’s manufacturing program, visit gbaps.org/baylinkmanufacturing and follow them on Facebook at [facebook.com/BayLinkManufacturing](https://www.facebook.com/BayLinkManufacturing).

City Stadium Automotive

Recognizing the need for a skilled automotive workforce, the Green Bay Area Public School District (GBAPS) expanded the automotive technician lab at Green Bay East High School in 2015 to form City Stadium Automotive®.

Students enrolled in City Stadium Automotive® focus on the diagnosis and troubleshooting of faults in automotive systems while receiving high school and college credit. Students have the opportunity to earn more than 26 college credits and a one-year technical diploma over the course of their junior and senior year as part of the Automotive Maintenance Technician (AMT) program.

Students also have access to the New

Ford Tech Automotive Career Exploration (ACE) program, which allows them to use Ford’s service literature, web curriculum, and training materials to advance student learning, and to earn Ford training credentials required for Ford dealer technician certificates.

City Stadium Automotive® at East High is also one of only 14 high schools

in Wisconsin to be certified by the National Automotive Technician Education Foundation (NATEF) for Maintenance and Light Repair Program Standards. NATEF is an organization that examines the structure, resources, and quality of training programs and evaluates them against standards established by the industry. Students who receive NATEF certification are prepared to work in the automotive field, enroll in technical school, or both.

Bridges Construction & Renovation Program

The Bridges Construction & Renovation Program provides high school students a community-based, hands-on learning experience in the construction and renovation industries. Each school year, Bridges students work on building a house from the ground up in partnership with NeighborWorks® Green Bay. Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design. Bridges students have the opportunity to earn both high school and college credit while enrolled in the program.

This school year, Bridges students are working on a new home build at 421 4th Street in Green Bay. Previously a vacant lot, the new home will be a three bedroom, two bath single family home. The students will also build a 24’ x 24’ detached garage. Students will work on the floor, walls, framing, siding, roofing and finished carpentry of the house. Because this house has a smaller foot-



print, students will have the opportunity to do more roof framing, most of the drywall, and most of the finished carpentry.

More than 20 Green Bay Area Public School District high school students are part of the Bridges program this year. The program allows them to learn employability skills and explore a future career path while improving the Green Bay community with affordable housing options.

Brian Frerk has been the Bridges instructor for years. “I teach them three things that are going to get them ahead: being there every day on time, being respectful and polite, and giving your employer a full day’s work for a full day’s pay,” Frerk said. “If you do that, you’ll be extremely successful in whatever you choose to do in life.”

To follow along with the progress of the new home build, visit the Bridges Facebook page at [facebook.com/BridgesConstructionRenovation](https://www.facebook.com/BridgesConstructionRenovation), and their website at gbaps.org/bridges.

www.gbaps.org



The Academies of Racine Offer Career Pathway Experience



Racine Unified School District

The Academies of Racine in the Racine Unified School District (RUSD) are designed to ensure all students are college and career ready. By creating engaging, hands-on learning opportunities, developing small learning communities and connecting with local businesses, post-secondary institutions and organizations, Academies help students graduate with a plan

for a successful future. The Academies allow students to choose a Pathway, such as engineering, healthcare, business or culinary arts and learn in a relevant, hands-on environment with real-world application. The students learn math, science, English and social studies in the context of their Academy Pathway known as teaching through the lens.

The Academy journey in RUSD begins freshman year. Students will chart their unique Pathway during ninth grade, exploring the career-related options. Each freshman participates in a course called Freshman Seminar, attends the SEE Your Future Career Expo, participates in local college visits, and takes part in the Declaration Ceremony to celebrate their Pathway choice.

A Pathway is a sequence of three courses within a chosen Academy designed to help students explore and prepare for a career area while meeting the mandatory requirements for high school graduation. Pathways provide students with a plan to connect coursework in high school with college and career opportunities after graduation.

The Academies of Racine offer fifteen pathways: accounting, automotive, aviation, biomedical science, business, computer science/IT, construction, culinary arts, education, health service, IB leadership, JROTC leadership, manufacturing and marketing.

After choosing a Pathway, students will have opportunities in grades 10-12 to take industry-related field trips, participate in a job shadow, engage with guest speakers, earn college credits, experience apprenticeships and earn certifications in a particular field of study throughout their high school journey.

Racine Unified School District was designated a Ford Next Generation Learning (NGL) Community on April 18, 2016. The Ford NGL model mobilizes educators, employers, post-secondary institutions and community leaders to prepare students to graduate college, career and life ready to thrive in the 21st century world. In the spring of 2022 six of the 11 Academies were designated Model Career Academies by the National Career Academy Coalition.

NEW for 2022-23 — Middle School Academies

We are expanding the Academies of Racine to Gifford, Jerstad-Agerholm and Mitchell middle schools. The Middle School Academies of Racine allow students to discover ways to become better learners, classmates, family members and community leaders. In addition, by working with post-secondary and community partners, the Middle School Academies will provide real-world connections for students, opening their eyes to

career and leadership opportunities right in our community.

From 6th to 8th grade, in new courses like 6th Grade Seminar, 7th Grade Survey & 8th Grade CTE classes, all middle school students will:

- Participate in small learning communities with a core group of teachers, community partners and peers to learn what it means to be a good citizen.
- Research and solve community-based problems through service learning activities.
- Engage in activities that foster personal growth and build professional skills necessary to be successful in life.
- Explore experiences and coursework available in high school academy career pathways.

Electives like art, music, theater and world languages will continue to be an integral part of the middle school experience as we strive to develop well-rounded global learners and citizens.

rusd.org/academics/academies-racine

www.rusd.org



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College, Career, and Life-Ready at New Berlin



David Cotey, Director of Communications and Public Relations
School District of New Berlin

The School District of New Berlin's mission is to empower, inspire and support students to ensure they graduate college-, career- and life-ready. For secondary students in the district's two middle/high schools, participation in the Pathways

PROgram is just one of the ways that they can reach this milestone.

The PROgram, an acronym for "post-secondary readiness optimized", provides a framework for students to explore a career pathway in high-skill, in-demand industry sectors while still in high school.

The PROgram includes pathways in business and marketing, construction, computer science and artificial intelligence,

education, healthcare, manufacturing and STEM. By choosing to explore a career pathway through the Pathways PROgram, students benefit from an education comprised of both coursework and experiences that aligns to the job market; provides for a range of post secondary options; results in the attainment of an industry-recognized credential; and, positions them to enter or advance within a related occupation.

"We want our students to get a taste of a lot of different course offerings during high school, but sometimes a student walks through our doors and really knows what they want to focus on for the next couple of years," said Dr. Kellie Sanders, the district's chief academic officer. "The Pathways PROgram is designed for those students who really have a good grasp on what it is they want to do after high school and want to position themselves to succeed in a certain field immediately."

Students who choose to follow a PROgram outline are guided to meet four criteria: take aligned courses, join a related student organization, earn industry credentials and complete a career-based learning experience related to that pathway.

For example, students following the construction PROgram are directed toward two specific pathways: construction and

design/pre-construction. Aligned coursework will include three levels of construction courses, and they will likely join a student organization such as SkillsUSA, FIRST Robotics or the math team. They work toward earning industry credentials like OSHA 10 and Revit Certified User, and for some, their career-based learning experience is building a house with Tim O'Brien Homes side by side with construction experts.

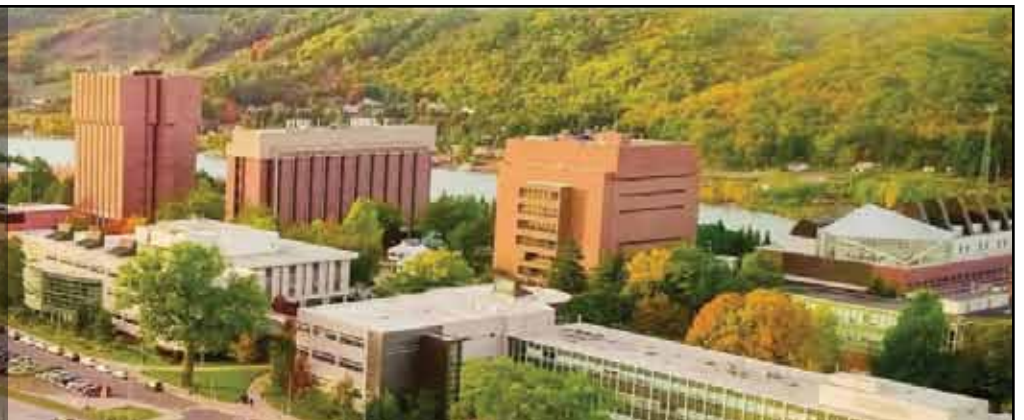
Those in the computer science PROgram will likely take classes such as web development, computer programming and others. They may join an organization such as the school's cybersecurity club or esports. They have a handful of industry credentials at their fingertips, such as CompTIA A+, Google IT Support Professional and more. And their career-based learning experience might include employment in the district's TechKNOW program, a student-centered technology support program developed to provide students with an opportunity to develop skills necessary to provide high-quality technology support in an enterprise environment.

"We have developed specific programs and opportunities in order to provide students with the experiences they need

Continued on Page 13



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Kenosha's CTE Pathways



Kenosha Unified School District

Situated perfectly between Milwaukee and Chicago along Interstate 94, the Kenosha Unified School District continues to enhance K-12 learning opportunities for all students. Matching the economic growth happening along the Milwaukee to Chicago Interstate 94 corridor, KUSD's Career and Technical Education (CTE) program continues to evolve and grow opportunities reflective of the local economy.

KUSD offers a variety of CTE pathways to middle and high school students that complement core academic subjects in an effort to prepare students for both college and career. Whether a student is interested in automotive, engineering, manufacturing, or any of the other pathways listed below, Kenosha Unified has courses that will support their passion and provide them with a strong foundation of technical knowledge and skills early on in life.

The district's cutting-edge, rigorous and relevant CTE curriculum prepares students

for a wide range of high-wage, high-skill and high-demand careers, as well as postsecondary coursework and certifications.

In addition, high school students can earn credits toward graduation while also earning free college credits through courses offered by a nearby technical college. The college courses are taught by KUSD's high school teachers using the same college level textbooks and materials. Courses in business, marketing, culinary, healthcare, and technology education offer students the ability to earn dual credit.

High school students also have an opportunity to receive certifications in a variety of areas, including Certified Nursing Assistant, Snap-on certifications, advanced manufacturing, 3D-printing and computer software certifications. This affords them the opportunity to begin working in a career field immediately after high school without additional training.

In an effort to continuously improve, KUSD recently expanded its offerings in



the early childhood and education pathway. Through dual credit courses taught by high school teachers, students are able to earn their Group Child Care Essentials certificate through the same technical college. In addition, students interested in the teaching profession can jumpstart their postsecondary education thanks to the Educator's Rising dual credit program, which was formed in partnership among KUSD and two 4-year colleges.

To further support students' desire to learn about possible career paths, KUSD offers the Youth Apprenticeship program that integrates school- and work-based learning to develop their employability and occupational skills as defined by Wisconsin industries. Students are simultaneously enrolled in academic classes to meet high school graduation requirements and are employed and paid by a participating employer under the supervision of a skilled mentor. Youth Apprenticeship participants work a minimum of 450 hours during the calendar year to earn a Certificate of Occupational Proficiency upon completion.

CTE pathways provided by KUSD:

- Advanced manufacturing and automation/robotics
- Apparel, textile and fashion
- Architecture and construction
- Automotive

- Business management and administration
- Computer science
- Culinary
- Digital technology
- Early childhood and education
- Health science
- Interior design
- Manufacturing
- Marketing sales and service
- STEM/engineering/Project Lead the Way

The independent governmental body known as the Kenosha Unified School District was created in 1967 but was built on a foundation of educational excellence established by area schools as early as 1835, a full 13 years before Wisconsin even became a state. Today, Kenosha Unified consists of three high schools (grades 9–12), five middle schools (grades 6–8), 22 elementary schools (4K–5), five charter schools, five choice schools, one specialty school, one Head Start facility and one district office.

www.kusd.edu



College, Career, and Life-Ready at New Berlin Continued from Page 12

to become successful in their chosen pathways," said Kelli Kwiatkowski, SDNB's director of secondary teaching and learning. "TechKNOW is one such program. Another is our on-site certified nursing assistant lab that we created, with the help and support of WCTC and a local senior living facility."

Many students in the healthcare PROgram can complete CNA coursework — including 50 hours of discussion and 25 hours of skills training — right at one of the district's high schools in the CNA lab. The students are also given time to study for their state CNA exam and an opportunity to complete a clinical rotation at the senior living facility or another location.

The Pathway PROgrams are just a handful of the more than a dozen programs of study the SDNB offers students. Students annually review their academic and career plan (ACP) and use the district's ACP guide to navigate their course selections and career clusters that appeal to them.

"We want to provide as many options



for students throughout their middle and high school years and expose them to as many potential careers as possible," Superintendent Joe Garza said. "Whether it's a four-year college or university, a two-year technical college, the military, the workforce or something else, it's our job to prepare them and give them options, and I think we're doing just that."

www.nbexcellence.org



National Board Certification

Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching for all students.

The NBPTS certificate measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videos and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.

National Board certification is voluntary and open to all educators who have a baccalaureate degree and three years of classroom experience in either a public or private school.

Advantages for Wisconsin Educators

The NBPTS certificate compliments, but does not replace, Wisconsin state licensure. It is a professional certificate used to obtain a lifetime master educator license in the corresponding area and level. In addition, Wisconsin educators who received NBPTS certification can:



- Obtain reimbursement for costs of up to \$2,000 personally incurred to achieve certification.
- Receive annual grants of \$2,500 or \$5,000 for the remaining duration of the NBPTS certificate.

Additional information about the National Board for Professional Teaching Standards can be found online at www.nbpts.org.

Additional information about the National Board for Professional Teaching Standards/Wisconsin can be found online at <https://dpi.wi.gov/licensing/apply-educator-license/nbpts>

Wisconsin's 2022 National Board Certified Teachers

According to the National Board for Professional Teaching Standards

Megan Allen

*Madison Metropolitan School District
English as a New Language/Early and Middle Childhood*

Carissa Apland

*Osseo-Fairchild School District
Generalist/Early Childhood*

Tracy Bauer

*Mishicot School District
English Language Arts/Adolescence and Young Adulthood*

Clinton Beam

*Racine Unified School District
Mathematics/Adolescence and Young Adulthood*

David Benz

*Milwaukee Public Schools
Mathematics/Adolescence and Young Adulthood*

Lindsay Bialobrzewski

*Elmbrook School District
Mathematics/Early Adolescence*

Matthew Bordner

*Monroe School District
Mathematics/Adolescence and Young Adulthood*

Kimberly Brill

*Cedar Grove-Belgium School District
Literacy: Reading-Language Arts/Early and Middle Childhood*

Lexi Buerger

*De Forest Area School District
Generalist/Early Childhood*

Julie Busch

*Milwaukee Public Schools
Generalist/Early Childhood*

Jeaneen Butler

*Verona Area School District
English Language Arts/Early Adolescence*

Bailee Cromell

*Kaukauna Area School District
Generalist/Early Childhood*

Continued on Page 16

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5% Discount



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- Your organization keeps the profits that are made



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**THROUGH EVERYTHING I DO —
FROM INSTRUCTION IN THE CLASSROOM
TO COLLABORATION WITH COLLEAGUES
— I AM NOW ABLE TO SEE FROM THE
LENS OF AN ADMINISTRATOR.”**

- Todd Bergeson, 7th grade math teacher at
Dilworth-Glyndon-Felton (Minnesota) Middle School

Wisconsin's 2022 National Board Certified Teachers Continued from Page 14

Matt Dalsky*Wausau School District*

Mathematics/Early Adolescence

Raquel Else*Superior School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Kristen Falkner*Arrowhead Union High School*

Art/Early Adolescence Through Young Adulthood

Kelly Fitch*East Troy Community School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Lauren Fleischfresser*Oconomowoc Area School District*

Mathematics/Early Adolescence

Kathryn Fredrick*Eau Claire Area School District*

Generalist/Early Childhood

Ashlee Fugate*Muskego-Norway School District*

English Language Arts/Adolescence and Young Adulthood

Rachelle Gardner*Milwaukee Public Schools*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Taylor Haines*Arcadia School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Kathryn Hayes*Oconomowoc Area School District*

Mathematics/Adolescence and Young Adulthood

Nathaniel Heinritz*Holy Hill Area School District*

Physical Education/Early and Middle Childhood

Ashley Henrickson-Hodge*Black River Falls School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Tara Heus*Muskego-Norway School District*

English Language Arts/Adolescence and Young Adulthood

Andrea Izdepski*Arcadia School District*

Generalist/Early Childhood

Jessica Kabat*Eau Claire Area School District*

Music/Early and Middle Childhood

Jeanine Kleman*Wisconsin Rapids School District*

Art/Early Adolescence Through Young Adulthood

Sara Kluck*Cedar Grove-Belgium School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Beth Knuth*Seymour Community School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Carrie Krause*Arcadia School District*

English Language Arts/Early Adolescence

Jennifer Larson*Montello School District*

Generalist/Early Childhood

Jill Leffler*School District of Greenfield*

Mathematics/Early Adolescence

Rachael LeMire*Osseo-Fairchild School District*

Generalist/Early Childhood

Jennifer Lindee*Swallow School District*

Generalist/Early Childhood

Jason Mangin*Kimberly Area School District*

Physical Education/Early Adolescence Through Young Adulthood

Liz Mehls*Madison Metropolitan School District*

English Language Arts/Adolescence and Young Adulthood

Joanna Mertz*New London School District*

English as a New Language/Early and Middle Childhood

Sarah Miller*Oconomowoc Area School District*

Mathematics/Early Adolescence

Jorie O'Hagan*Whitefish Bay School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Andrew Ortmyer*Gibraltar Area School District*

Mathematics/Early Adolescence

Megan Peterson*Elmbrook School District*

Science/Early Adolescence

Katharine Petitt*Wauwatosa School District*

Generalist/Early Childhood

Ronald Poppie*Arcadia School District*

Social Studies-History/Early Adolescence

Michelle Powell*La Crosse School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Jennifer Roffler*Brookfield Academy-Lower School*

Literacy: Reading-Language Arts/Early and Middle Childhood

Heidi Rouzer*La Crosse School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Jennifer Russell*Shullsburg Public School*

Career And Technical Education/Early Adolescence Through Young Adulthood

Lisa Schermerhorn*Milwaukee Public Schools*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Jessica Schulz*Racine Unified School District*

Generalist/Early Childhood

Janel Seaholm*Chippewa Falls Area Unified School District*

Physical Education/Early and Middle Childhood

Nicholae Seth-Briggs*Sauk-Prairie School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Anthony Simonini*Verona Area School District*

Social Studies-History/Adolescence and Young Adulthood

Melinda Sippel*West Bend School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Rachel Skinner*Elmbrook School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Christine Stieve*School District Of Reedsburg*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Rachel Stindt*Ripon Area School District*

Science/Adolescence and Young Adulthood

Dana Straw*Elkhorn Area School District*

Science/Adolescence and Young Adulthood

Michael Tamas*Menomonee Falls School District*

Science/Early Adolescence

Nora Tepsa*Eau Claire Area School District*

Generalist/Early Childhood

Lynn Tetzloff*Racine Unified School District*

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Michael Theine*Cedar Grove-Belgium School District*

Literacy: Reading-Language Arts/Early and Middle Childhood

Peter Trapp*Oconomowoc Area School District*

Mathematics/Early Adolescence

Laura Tuenge*Chippewa Falls Area Unified School District*

Generalist/Early Childhood

Michelle Tworek

Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Inga Walsh*Madison Metropolitan School District*

Generalist/Early Childhood

Christopher Wondra*St Croix Falls School District*

English Language Arts/Early Adolescence

Art Teachers Honored by the Wisconsin Art Education Association

March 2023 Art Teacher of the Month



Shannon Molter
Hawthorne Elementary School,
Waukesha

Why Shannon was nominated:

Ms. Shannon Molter serves as an inspirational art teacher to every student she encounters. Her passion for art is evident as she offers her students the opportunity to explore and learn as artists through diverse and culturally relevant experiences. Her authentic

style of teaching art has positively impacted our Hawthorne students and community in many ways.

Ms. Molter inspires and positively influences our students as artists on many levels. Her passion for art and impacting children is evident throughout her daily interactions. She creates magical art experiences for our students by incorporating artistic styles and many cultural perspectives.

What makes Ms. Molter stand out from others is her unwavering belief in all of our students. She also organizes and leads an after-school art club offering our students the opportunity to extend their creativity and love of art after the school day is over. She collaborates with her specialist team on a regular basis, helps plan engaging assemblies and has helped lead many school projects such as our Hawthorne garden and outside Prairie.

Ms. Molter goes above and beyond creating and promoting positive relationships with our students. She is very proactive and uses PBIS strategies to create a strong and positive learning environment. She intentionally plans her lessons cognizant that her students learn differently. She includes visual, hands on, auditory and kinesthetic methods of instruction, while allowing her students the opportunity to show their art in the same diverse ways. Ms. Molter has created a strong relation-

ship between our school and the Milwaukee Art Museum, providing the opportunity for our students to visit the museum and extend their learning while observing other artist's work. The school she serves also has a large Spanish-speaking population and Ms. Molter has eagerly began taking Spanish classes and even taking a summer trip to rural Mexico to improve her skills and visit local artists.

Congratulations!

sdw.waukesha.k12.wi.us/o/hawthornees



January 2023 Art Teacher of the Month



Elizabeth Engelking
Prairie View Elementary School,
North Prairie, WI

Why Elizabeth was nominated:

Elizabeth Engelking is an art teacher for Prairie View Elementary & Eagleville Charter School, part of the Mukwonago Area School District. Ms. Engelking goes above & beyond every day to share her love of art with students & staff both in the classroom and beyond. Our hallways are decorated and updated frequently throughout the year, showcasing the student's art projects. Additionally, every year we host an all-school art show, and the time beyond her school hours and the effort she puts into transforming our building to fit that year's theme is amazing. She is always willing to go above & beyond in everything she does.

Our students love art class. Beth also spends time promoting the arts through a community event held locally each year and through teaching adult art classes for staff &/ or community members. She has also (pre-Covid) worked on bringing in artists to our school and taking students to the Milwaukee Art Museum.

www.masd.k12.wi.us/schools/prairie-view



Courtesy of the Wisconsin Art Education Association

February 2023 Art Teacher of the Month



Emily McCabe
Edgerton High School,
Edgerton, WI

Why Emily was nominated:

Mrs. McCabe not only gets great results on her AP portfolios, she is a kid magnet. Her AP scores have increased from a 2.8 in 2018 to 4.00 in 2022. Mrs. McCabe embraces students who traditionally would not continue their career in art to have confidence in their abilities and pursue Art as a career. Annually, she showcases student work at our District Art show.

Emily McCabe is Married with 3 school-age children. She has been employed at Edgerton High School for 12 years as our sole ART teacher.

Outside the classroom, Emily has been a High School Team Leader for 7 years. She shows kindness and support for students, while holding them accountable and helping them mature as young adults.

Congratulations!

edgerton.k12.wi.us/hs



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CTE Month — Share a Shout-Out

February was CTE Month. The Wisconsin DPI invited the CTE community to lift up a CTE teacher, coordinator, or administrator who deserves a pat on the back, a “Thanks!,” or a “Good job!” Here are the folks receiving shout-outs, along with the people who nominated them. Entries are in alphabetical order by last name and have been edited for length.

Phil Brueggemann, Business Information Technologies Teacher and DECA Advisor, Elkhorn Area School District



I am nominating Phil because this is how his colleagues describe his commitment to kids and the district: “He does so much outside the classroom for students. He’s been helping with the HSNB, DECA, coffee shop, blood drive, etc. I literally can’t get him to take a day for himself because he spends most of his weekends and breaks grading and giving students feedback.” — *Chris R. Trottier, Director of School-to-Work Opportunities, Elkhorn Area School District*

Tracy Brunton, Agriculture Teacher/CTE Coordinator, Potosi School District



Mrs. Brunton is one of the most energetic teachers that I have worked with in my career. She is continually making her classroom experience engaging and most importantly, the students LOVE her! She is on top of her CTE programming and student placement in the Youth Apprenticeships in our area. She believes and cares for all her students. Her commitment is like no other and in a rural community, everyone knows Mrs. Brunton! — *Sara Davis, school counselor, Potosi*

Michael Dahle, Business Information Technologies Teacher/Esports Coach, Elkhorn Area School District



Mike was hired during the height of the COVID pandemic, and it was clear immediately he would advance the CTE Department. As the state director for Esports and an EAHS coach, Mike continues to advance Esports as a tool for engaging students in CS/IT. In addition, he has col-

laboratively coached the EAHS Esports Team that has won state championships and continues to grow exponentially. Mike’s commitment to career-connected learning and his large network has afforded the district, staff, and students new opportunities to engage in experiential learning. — *Chris R. Trottier, Director of School-to-Work Opportunities, Elkhorn Area School District*

Anna D’Amelio, CTE Coordinator, Monona Grove High School



Anna has been at MGHS for only a couple of years, but her impact has been incredible. Her desire to learn and her passion for growing both herself and the programs at MGHS are driving forces in all that she does. She connects with students, staff, families, and employees with professionalism, always with the focus on the students’ growth and learning. Her positivity and energy are such an asset. We are lucky to have her as part of our MG Team. — *Susan Bishop, counselor, Monona Grove High School*

Josh Fassl, Director of Dane County School Consortium, Madison Metropolitan School District



Josh works tirelessly to give students opportunities in CTE classes, work-based learning, and youth apprenticeship. When Dane County School Districts faced challenges in this area, he rose to the occasion, founded Dane County School Consortium, and directs the statewide coalition of similar organizations and CESAs. — *Ryan Leonhardt, Workforce Advisor, Transfr Inc.*

Jamie Gonzalez, International Baccalaureate Coordinator and Spanish Teacher, Ronald Reagan High School, Milwaukee



I have partnered with Jamie and Reagan High School to provide students with opportunities to learn about assisted living though job shadows, as well as part-time employment/YA experiences. Jamie’s willingness to provide her students with as many career exploration opportunities as possible is apparent. We worked together to create a hands-on job shadow experience that was engaging

and efficient for Reagan students. This has become a successful event that occurs each semester and has produced multiple opportunities for students to be caregivers/CNAs while in high school and college. It has also opened doors for students when they obtain a college degree. Jamie’s students are always prepared with a polished resume and soft skills that you do not expect high school students to have. Jamie and Reagan High School are easy to work with and most definitely deserve a shout-out for the great work being done. — *Sam Smith, HR Business Partner-Talent Acquisition Manager, Capri Communities LLC*

Tony Ingram, CTE Instructor, Winneconne School District



Tony is passionately committed to the knowledge and opportunity CTE creates for students. He is so committed that when he “retired” from the base academy, he relocated to Winneconne to teach CTE there. — *Ryan Leonhardt, Workforce Advisor, Transfr Inc.*

Stephanie Johnston, Vice President of Career Programming, Boys and Girls Clubs of Dane County



Stephanie has been opening pathways and driving CTE enrollment for years in her work with Wisconsin Regional Training Partnership (WRTP). As VP with BGC, she is helping launch and program the largest career center in BGC history. She works tirelessly to give all students, including those whose gender or race are not represented in trades, the opportunities created by CTE learning. — *Ryan Leonhardt, Workforce Advisor, Transfr Inc.*

Tammy Krug-Pickart, CTE Coordinator and Joscelyn Deanovich, Career Specialist, Fond du Lac High School



Tammy and Joscelyn both work extremely hard to promote our CTE program. Some recent examples include increasing our youth apprenticeship (YA) participation, conducting a middle school CTE high school visit day, holding a Women in the Trades event, and much more! They are always creating opportunities for our students to engage and

learn within CTE! We are lucky to have such an awesome team working with our students! — *Tiffany Michalkiewicz, Counselor, Fond du Lac High School*

Michelle McGlynn, CTE Coordinator, Waunakee Community School District



Michelle works to ensure that all students have the opportunity to experience CTE in her school district. She goes out of her way to provide a good experience for students. She is an excellent CTE leader. — *Greg Benz, University of Wisconsin-Stout*

Jackie Miller, CTE Coordinator, Ag Teacher, Alternative Education Coordinator, Wonewoc-Union Center School District



Jackie has an unmatched passion for helping students pursue the career path that is right for them, and embodies the spirit of college- AND career-readiness. Under her guidance, wisdom, and compassion, students feel empowered to follow their hearts to the career of their dreams. Not content to rest on her laurels, Jackie is constantly trying to incorporate the latest skills and provide ample opportunities for students to go directly from receiving their diploma to a high-paying job. Working with Jackie is a dream come true as a school counselor. I can go to Jackie with any student who is showing an interest in a trade, and she will not only the knowledge and support that come from her role as a CTE coordinator, but also will identify resources, job opportunities, and apprenticeship locations to nurture their talents. Thank you, Jackie, for everything you do! — *Samantha Swanson, 6-12 School Counselor*

Dennis Mossholder, CTE Teacher, Madison East High School



Dennis is an amazing educator and a passionate advocate for his students. He is always advocating for CTE programs and finding creative ways to engage his students in the trades. His current students create wonderful pieces with his careful and meticulous way of teaching. Former stu-



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— Kate G., 2022 graduate



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— Tyler L., 2022 graduate



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CTE Month — Share a Shout-Out

Continued from Page 18

dents often come back to talk with him as he is always excited to see where they are or where they are headed in life. He genuinely cares for each of his students and helps them understand how his class can connect to other courses or even their lives outside of school. East is extremely grateful to have Dennis! — *Tyler Kastner, College & Career Coordinator, Madison East High School*

Travis Mueller, Technical Education Teacher, Wrightstown Middle School



Travis Mueller has worked diligently with his colleagues to completely redesign the MS STEM Makerspace. Based upon the forward thinking of our school board and the investment they have made into this area, Travis was able to take a space that was, at best, traditional technical education with “vintage” equipment and transform it into an area that boasts components of computer-aided design and manufacturing as well as robotics and coding. It has been exciting to see our students come alive as they engage in hands-on experiences that stretch their levels of problem-solving and critical thinking. Along with the improvements to the learning environment, Travis has retooled the units of study to better align not only with the Wisconsin Standards, but also with Academic and Career Planning tenets and growing community partnerships with local industry. As an administrator in the district, I am excited for the learning taking place and the opportunities our students will enjoy based upon these changes. — *Robert Caelwaerts Principal, Wrightstown Middle School*

Adriana Plach, Continuous Improvement Coordinator, Pewaukee High School



Adriana does an amazing job! She advocates and cares about her students. She tries to find them new and exciting opportunities to fit their needs. She is well deserving of a shout-out for all the hard work and partnerships she's built. — *Courtney Long, Administrative Assistant, Saputo Inc., Lancaster*

Britta Rotering, Supervisor of Career & Technical Education, La Crosse School District



Britta is great at connecting our students with meaningful apprenticeship opportunities and supporting school counselors in CTE pathways. She is connected with career days for our students and building more apprenticeships in the community. — *Susan McParker, School Counselor*

Michael Thomas, Technology and Engineering Teacher (machining and fabrication), Elkhorn Area School



Mike was hired directly from industry, and he immediately stepped in to assist us in the purchase and design of a new manufacturing facility. He has continued to work with local partners to feed the employment pipeline, and local businesses regard Mike's students has the best trained of any school in the area. Over his career, he has partnered with local businesses to manufacture their products in our shop, and he continues to seek opportunities to grow as a professional. — *Chris R. Trottier, Director of School-to-Work Opportunities, Elkhorn Area School District*

Austin Thorson, Technology and Engineering Teacher (automotive), Elkhorn Area School



Austin works tirelessly for students. He has remodeled his curriculum to align with best practices, created an Auto Club that competes regionally and nationally with great success, and hosts Open Shop Night, which allows students, families, and community members to work on their vehicles in the Elkhorn Area School District auto shop. Austin has developed strategic partnerships and is highly respected and regarded by local automotive centers for feeding the employment pipeline with talented and trained students. — *Chris R. Trottier, Director of School-to-Work Opportunities, Elkhorn Area School District*

Ben Warning and Travis Schindel, Technology/Engineering, Bonduel School District



Ben and Travis have been teaching for the Bonduel School District for 21 years. They work directly with the trades and hear firsthand what skills industry leaders in the community are looking for in students, which guides their curriculum decisions. Many of the classes Ben and Travis teach are transcribed with our local technical college for dual credit, which required them to be trained/certified as adjunct instructors. Their commitment and passion for their students drive them to stay on the cutting edge and instill that into their students daily through project-based learning. The focus for ALL their students is to gain an understanding of manufacturing and the trades, understand the value of these careers, and fully explore them as viable career options. Ben and Travis also make it a priority to educate parents by hosting events for parents/community members to explore the shops, labs, and the machinery. Their collaboration with manufacturing/trades leaders helps develop future talent for local organizations while closing the skills gap. Along the way, they work to instill the “Four Cs: critical thinking, collaboration, communication, and creativity for careers.” — *Laura Warning, School Counselor, School District of Bonduel*

Jenny Wehmeier, Family Consumer Science Teacher, Elkhorn Area School District



When Jenny was hired, she immediately set a clear vision for the Family Consumer Science program. She organized her team to review and analyze the entire curriculum while aligning it to industry standards; started an FCCLA chapter that now competes locally, regionally, and nationally; worked with DECA to start the EIK Café; and finalized a catering business so students could participate in experiential learning. The Family Consumer Science Department has grown significantly since Jenny's arrival, and her commitment, leadership, and will to create amazing opportunities for all students continues to be the driving force behind their success. — *Chris R. Trottier, Director of School-to-Work Opportunities, Elkhorn Area School District*

Noah Werner, Technology Education Teacher and ACP Advisor, School District of Greenwood



Noah ensures that all our students are getting the necessary Academic & Career Planning (ACP) lessons each week! He creates and oversees the delivery of all ACP lessons, organizes and supervises our youth apprenticeship (YA) and School-to-Work programs, and takes the lead in setting up mock interviews for our juniors. These are just a few things that Noah does to go above and beyond, ensuring our students graduate college- and career-ready! We are lucky to have him! — *Joe Green, District Administrator, School District of Greenwood*

Jon Winter, CTE Coordinator, Wausau School District



Jon served as my mentor during my CTE Coordinator internship. During this experience, I was able to see firsthand the level of care and commitment Jon puts into the CTE departments at his district. Jon has gone above and beyond to make sure the students of the Wausau area have an exceptional CTE experience by finding creative ways to fund and enhance CTE programs. Jon's willingness to take on an intern to help grow CTE speaks to the kind of selfless professional he is and his commitment to CTE. I am grateful to have had the opportunity to learn from him. — *Kyle Jeffress, Tech Ed Teacher (aspiring CTE Coordinator), Ladysmith High School*

Article courtesy of the WI DPI. The original can be found at <https://dpi.wi.gov/cte/success-stories/cte-month-share-shout-out>

2022 WI Principals of the Year AWSA



Each year, AWSA asks teachers, parents, staff and administrators to nominate principals for the award. The winners are selected by a committee made up of representatives from AWSA, the Wisconsin Department of Public Instruction, the Wisconsin Association of School Boards and the Wisconsin PTA.

The principal of the Year award recognizes school leaders who have helped drive student learning, foster instructional collaboration and create safe and positive school environments. Recipients are selected based on their dedication to professional excellence, leadership skills and service to their communities.

2022 Elementary Principal of the Year Stephanie Filter



The Association of Wisconsin School Administrators has named Stephanie Filter its 2022 Wisconsin Elementary Principal of the Year. She was presented with the award during a surprise ceremony on April 14th.

Filter, who has served as the principal of Madison Elementary in the School District of Janesville for the past eight years, is known as a collaborative leader who focuses on bringing people together around shared goals. Over the years, Principal Filter and the staff at Madison worked to identify efforts that would lead to improved educational outcomes by employing research-proven programs and developing a positive culture. Filter attended Madison Elementary School as a child.

A former social worker, Principal Filter worked with a team at Madison Elementary to collaboratively rewrite the school's

mission statement and ensure that students understand it. While students' needs are ever-changing and the pandemic has introduced new challenges, Madison Elementary School staff, under Principal Filter's leadership, have developed a culture of positive problem solving and an ongoing focus on the school's mission.

"We are thrilled to name Stephanie Filter as this year's Elementary Principal of the Year. By focussing on bringing a school community together around a shared vision and employing thoughtful, research-proven efforts, Stephanie Filter is truly an outstanding educational leader," said Jim Lynch, executive director of AWSA. "Beyond the academic success of her students, Stephanie Filter has a track record of success in meeting the needs of all of her students, including her most vulnerable students."

Before becoming principal of Madison Elementary in 2014, Filter served as a Student Services Specialist and Dean of Student/Social Worker in the School District of Janesville.

"Stephanie has worked hard with her team to deliver on our Janesville Promise of having every student known by name, strength, and need," said Steven Pophal, Superintendent of the School District of Janesville. "She will be the first to say it is a team effort, but her leadership has certainly helped the entire staff at Madison Elementary School remain focused on doing what is best for students."

madison.janesville.
k12.wi.us



2022 Secondary Principal of the Year Dr. Anuradha Ebbe



The Association of Wisconsin School Administrators has named Dr. Anuradha Ebbe as its 2022 Wisconsin Secondary Principal of the year. Dr. Ebbe has served as principal of Cherokee Heights Middle School in the Madison Metropolitan School

District for the past two years. During that time, she has focused on viewing diversity as a strength, implementing even disciplinary practices and incorporating antiracist practices into the school.

CHMS is a Title I school that offers both an English Language Immersion program and a Spanish dual language immersion program. Its students come from diverse racial and socio-economic backgrounds, with as many as 13 languages spoken at the school in any given year.

One of Dr. Ebbe's first steps upon taking on the principal role was to engage the school community into a conversation centered on the book, "Stamped: Racism, Antiracism, and You," by Jason Reynolds and Ibram X. Kendi. The school used grant funds to purchase 750 copies of the book, and differentiated lessons were crafted for students and parents. Families shared that the book was transformative learning and students identified instances of racism they experienced and voiced recognition of the need to lift each other. Staff members articulated how systemic racism has impacted teaching and learning.

Dr. Ebbe's leadership has resulted in a school culture committed to antiracism and a healthy, safe and engaged learning environment.

"On behalf of AWSA, I am thrilled to recognize Dr. Anuradha Ebbe with the

Wisconsin Secondary Principal of the Year Award," said Jim Lynch, executive director of AWSA. "During her time at Cherokee Heights, Dr. Ebbe has been willing to have difficult conversations with students, staff and families that ultimately lead to a healthier, positive and more inclusive culture at her school. As a result, the school has made notable improvements and has navigated the many challenges of the pandemic in truly thoughtful and effective ways. This honor is certainly well deserved."

Prior to serving as principal of CHMS, Dr. Ebbe was principal of Shorewood Hills Elementary School in MMSD. She began her career in education as a high school science and math teacher.

Courtesy of the Association of Wisconsin School Administrators

cherokee.madison.
k12.wi.us



Fast Forward

More Than \$212,000 in Expanded Wisconsin Fast Forward Technical Education Equipment Grants Now Available to School Districts to Train Students

School districts are encouraged to apply for the latest round of Wisconsin Fast Forward grants from the Department of Workforce Development (DWD).

Under the Expanded Wisconsin Fast Forward program, up to \$212,617 in grant funds will be available to Wisconsin school districts to train students to use advanced manufacturing tools and equipment. Award amounts will range from \$5,000 to \$50,000 and will be available to Wisconsin school districts to train high school students in technical fields to help address Wisconsin's skilled worker shortage.

The grants will reimburse school districts for the purchase and installation costs of technical education equipment used in vocational training and technical education

in advanced manufacturing fields, including costs for equipment operation software and instructional materials. The grant program helps students transition from high school into the workforce by supporting technical education and reduces higher education costs by providing dual enrollment credits, industry-endorsed certificates, and technical endorsements on high school diplomas.

Applications are due by 3 p.m. CST on Monday, April 3, 2023.

For additional information, or to download an application, please consult the Grant Program Announcement and related grant program materials on the Wisconsin Fast Forward Program website <https://wisconsinfastforward.com/>

Wisconsin's 2023 Wisconsin Teachers of the Year



"This recognition validates not only my years of working as an educator, but just as importantly, it recognizes and validates all the talented and generous teachers who I have had the opportunity to work with. There has never been a more important time to be an educator, as we face not only the recent and alarming teacher shortage nationally, but also as a time to work together with our families and community leaders to address a recent, divisive culture. We have to focus as one, on our children."

— Lori Danz, 2023 Wisconsin Teacher of the Year



Kaelee Heideman

Kaelee Heideman — In her fifth year as a counselor at Traeger, Kaelee Heideman is a leader at the school and within the district, co-facilitating the social emotional learning team and providing professional development around equity, trauma-informed care, and positive behavioral interventions and support. "I have so many dreams for what I can do with my students. I just want to support them however they need it, roll with it and be flexible in whatever that looks like for them and giving them the best parts of me always."

Sarah Kopplin — Shorewood Intermediate School World Geography teacher Sarah Kopplin has a passion for social studies education and finds innovative, resourceful ways to provide opportunities for all students. In addition to serving on the school's instructional leadership, Kopplin also is a member of several district, state and national organizations advocating for social studies education and has a sincere commitment to improving outcomes for students. "Mrs. Kopplin received this award because of her passion for social studies education and the



Sarah Kopplin

innovative, resourceful ways she provides opportunities for all students." — Shorewood School District.



Lori Danz

Lori Danz — With more than 20 years of experience in education, Lori Danz teaches biology at Superior High School, and is also the school forest coordinator for the district. "When I first met Lori, I was so impressed by her ability to inspire her students to think critically and creatively about the natural world around them. We had the pleasure of visiting the school forest with her students, and I agree with them – there really is something magical about learning science in the woods." — Wisconsin's Superintendent of Schools



Peggy Billing

Peggy Billing — Library media specialist at Lakeland Union High School, Peggy Billing, has been an educator for nearly 20 years. Lakeland Union Principal Chad Gaurke describes Billing as an "outside the box thinker" who successfully utilizes STEAM activities to enhance her classes. "She has helped me in so many ways to find a creative outlook on different situations," said student Teiya Farmer. Billing is credited with helping design and launch a statewide low-cost collection of audio, eBooks, and digital magazines through the Wisconsin Schools Digital Library Consortium, which she has served on since the group's inception in 2018.



Dustin Anderson

Dustin Anderson — As the art teacher at Grant Elementary, in Wisconsin Rapids Public Schools, Anderson has a passion for art and uses it to help students and the community learn and grow. Grant Elementary Principal Nicole Calteux credited Anderson for being a leader in the district, working tirelessly to provide the best education for every student. In 2020, Anderson was selected as Wisconsin Elementary Art Educator of the Year by the Wisconsin Art Education Association. Anderson hopes that by being named Teacher of the Year, it will motivate his students to continue to do well in the classroom and accomplish their goals.

Watch for the announcement about the newest recipients of the Herb Kohl Teacher Fellowship Awards in the spring issue of Teaching Today WI!

The road to become a Wisconsin Teacher of the Year starts when teachers are nominated for a Herb Kohl Educational Foundation Teacher Fellowship Award. Once nominated by a student, parent, administrator, or peer, the teacher must submit an application for a Kohl Fellowship. Applications go through a review process that includes regional and statewide selection committees. A total of 86 public school educators receive a Herb Kohl Teacher Fellowship Award annually. The award includes both a \$6,000 personal grant and a \$6,000 matching grant for their school.

After the Kohl Fellows are selected, DPI engages a group of stakeholders to use those 86 applications to select the five Wisconsin Teachers of the Year. The 2024 award cycle opens in August 2023.

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