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# GROWING VOICES:

## A Teacher's Challenge, A Student's Goal, An Author's Mission

### October convention to feature Tom Romano

Over the past several years, tremendous changes have occurred in education: Common Core State Standards, Response to Intervention, dual-credit and on-line courses, Teacher Evaluation Performance System, Smarter Balanced statewide assessment (no Smarter Balanced statewide assessment), ACT/Aspire, and the list goes on.

In our districts, in our classrooms, in our political climate, teachers are straining to have their voices heard. When we teach, we focus on “voice” — the voices in literature and informative texts, the voices in our students’ writing. English teachers, especially, cultivate strong voices and struggle against creating cookie-cutter classes. In an emerging educational culture of uniformity, how can we maintain uniqueness? How can we make the Common Core our own? How can we grow everyone’s voice in our classrooms, schools, and local districts?

It is this challenge that the WCTE 2013 Convention tackles. To help English teachers around the state nurture voice, author and professor, Tom Romano, will lead a half-day workshop Thursday, Oct. 10, and he will open our convention as key-note speaker, Friday, Oct. 11.

Among Dr. Romano’s books are "Crafting Authentic Voice" (2004), "Blending Genre, Altering Style: Writing Multigenre Papers" (2000), and the memoir, "Zigzag: A Life of Reading and Writing, Teaching and Learning" (2008). He was also a speaker at the 2012 NCTE Convention, Las Vegas.

I hope you will join English teachers throughout the state at our convention, where we start to see challenges as opportunities.



Dr. Tom Romano

### 2013 WCTE Convention

**Workshop:**  
Thursday, Oct. 10

**Convention:**  
Friday, Oct. 11

**Location:**  
Crowne Plaza Hotel  
Madison

*Lynn Frick*

1st Vice-president WCTE  
Convention Coordinator





## FROM THE WCTE PRESIDENT >> Jessica Gallo

Dear Colleagues,  
As teachers, it is rare to have the chance to see our colleagues teach, to sit in on another teacher's classroom and marvel at the work we do every day to educate students.

So when I was offered the opportunity recently to observe in several classrooms as part of a partnership between the Fox Valley Writing Project and the RECESS (Rural Educators Collaborating to Enhance Student Success) initiative, I jumped at the chance.

I watched as kindergartners worked to add a second sentence to their personal writing. I listened closely while third graders discussed their reading with one another in guided reading groups. I reflected with second graders as they looked at a mentor text for revision inspiration. I participated in writing response groups with fifth graders who asked the most thought-provoking questions about one another's writing. And, perhaps most importantly, I talked with the teachers who had designed these lessons with their students' needs, interests, and goals in mind.

Together we talked about how best to approach each teaching situation and how to support students at every point in the process of reading and writing. We were able to put our heads together as colleagues and supportive mentors to think through the complex and varied work we do. Simply having the time and the space to talk together about our craft made for two very exciting and inspiring days of professional networking.

In many ways, this opportunity was unique for all of us. With hectic schedules, myriad daily demands, and tight district budgets that make time away from the classroom difficult, it is no surprise that there just aren't that many chances to observe another teacher's teaching. However, I think we all came away feeling renewed and energized to return to our diverse teaching assignments with enthusiasm and a fresh perspective. We came away feeling that our practice had improved simply by talking with other professionals.

For me, this is the value of professional organizations like WCTE. While my experience of being an observer in other teachers' classrooms may have been a rare opportunity indeed, I get a similar glimpse into my colleagues' classrooms when I read their writing, hear their stories and share their struggles. I learn from teachers whose classrooms look nothing like my own, and I find connections with teachers whose questions take a similar shape.



WCTE helps me to stay connected with the field of English and language arts education in a way that renews my sense of being part of a community of educators.

- Jessica Gallo

WCTE helps me to stay connected with the field of English and language arts education in a way that renews my sense of being part of a community of educators. For me, professional conversations provide that spark of innovation and a way to feel less isolated in a profession that can be very lonely at times. WCTE is committed to being a statewide conduit through which these professional connections are built, and we value the contributions that each of you makes to the strength of our teaching communities.

As we inch (so slowly!) toward spring and the close of another school year, I hope that each of us can find a way to connect with a colleague and bask in the excitement of a conversation shared, a connection forged, and a new idea created.

I look forward to connecting with you,

*Jessica Gallo*

WCTE President

## WCTE NEWS, ANNOUNCEMENTS

# State literary magazines winners in NCTE contest

### SUPERIOR

**Edgewood High School**, Madison

"The Wayfarer," advisers: *Diane Mertens, Teresa West-Lentz*

**Grafton High School**, Grafton

"Accipiter," advisers: *Stacey Houck, Tracy Brogelman*

**James Madison Memorial High School**, Madison

"Pressions," adviser: *William Rodriguez*

**Marquette University High School**, Milwaukee

"Signatures," adviser: *Ginny Schauble*

### EXCELLENT

**Lincoln High School**, Wisconsin Rapids

"Bloodstone," advisers: *Kurt Jensen, Nicole Reetz, Jeanine Klemm, Dana Rice, Valerie Tonn*

**McFarland High School**, Mc Farland

"Driftwood," advisers: *Jeffrey Kunkle, Debbie Gadian*

**Onalaska High School**, Onalaska

"Tabula Rasa," adviser: *Lisa Reimler*

**State Coordinator:** *Rebecca Donlin*

## Kohl fellowships announced:

## WCTE District I director Erin Schwane selected

The selection committee for the Herb Kohl Educational Foundation Scholarship and Fellowship Program has announced this year's recipients of the 2013 Herb Kohl Foundation awards.

WCTE District 1 Director Erin Schwane is one of the recipients. She teaches English at New Berlin West Middle/High School.

Fellowship recipients (teachers) are chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and for their leadership and service within and outside the classroom. Each Fellow's school will also receive a \$1,000 grant.

"I would like to use the money to fund a book club series during our ELO (extended learning opportunity) period," Schwane said. "This would support our building-

wide literacy goal and encourage reading for fun and reading as a springboard for discussion of issues pertinent to our students."

Recipients are selected by a statewide committee composed of civic leaders, representatives of education-related associations and the program's co-sponsors: The Wisconsin Newspaper Association Foundation, Wisconsin Department of Public Instruction, Wisconsin Council of Religious and Independent Schools (WCRIS), and regional Cooperative Educational Service Agencies (CESA).

Recipients will be honored at a luncheon on March 23. For more information, visit <http://www.kohleducation.org>.

If you know of anyone else in WCTE who won a Kohl fellowship let us know: [lbarring@wi.rr.com](mailto:lbarring@wi.rr.com)

## Wisconsin DPI Social Media Update

### How to join the K-16 English listerv

The Wisconsin Department of Public Instruction hosts a listserv for K-16 English teachers. It is open to the public, so anyone can join the list by sending a blank email to: [join-englishk16@lists.dpi.wi.gov](mailto:join-englishk16@lists.dpi.wi.gov). You will then receive a system response asking you to confirm your subscription. You are not an active member until you confirm. Join NOW.

### How to follow DPI on Twitter

The CCSS Implementation Team is actively tweeting just-in-time information.

Follow us on Twitter:

@WisDPICCSS, for Common Core Standards

@WisDPILit, for English

@WisDPIMath, for math

@WisDPITech, for technology



## WCTE AWARDS

# Apply or nominate someone now for WCTE awards

### High School Teacher of Excellence Award: April 15 deadline

The applicants are recognized for their excellent practices and contributions in the classroom. WCTE selects one finalist from each CESA district. The final choice of Wisconsin High School Teacher of Excellence is submitted to NCTE.

NCTE will honor each affiliate's selected

candidate at the Secondary Luncheon at the November NCTE convention. State winners are responsible for their own attendance at the convention, but reserved seating will be offered and WCTE will purchase the luncheon ticket.

<http://www.wcteonline.org/awards-and-grants/ncte-high-school-teacher-of-excellence-award/>

### Outstanding Student Teacher Award: May 1 deadline

Each year WCTE selects two senior English education students to receive the Outstanding Student Teacher Award. Winners will be honored with a certificate and a one-year membership in WCTE. In 2013, award recipients will receive free registration at an upcoming WCTE event such as a state convention (including

one night accommodation at the convention hotel if applicable), and formal recognition of the Outstanding Student Teacher Award at a convention session.

<http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>

### Nancy Hoefs Memorial Award for Outstanding First-Year Teacher: May 1 deadline

This award recognizes an outstanding first-year teacher of the English language arts.

The award recipient receives a certificate, free registration at a future WCTE event such as a state convention, one night accommodation at the convention hotel if applicable, and formal recognition of the Nancy Hoefs Memorial Award at a convention session.

Full-time teachers in their first permanent position are eligible to be nominated. Eligible first-year teachers will have taught during the 2012-2013 school year.

<http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/>

### Lee Burress Intellectual Freedom Award: May 1 deadline

This award recognizes an educator who has been an advocate for expression free from censorship and for humane communication. It is designed to acknowledge the work done by educators who teach and extol the tenets of free speech and who urge responsible, humane and caring communication. Such work may be

demonstrated in particular lessons, special projects and the ongoing style and goals set by an educator. It was begun in honor of Lee Burress, a long time educator at UW-Stevens Point, who exemplified these attributes in his life as well as his teaching.

<http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

### Robert C. Pooley Foundation Awards: Sept. 13 deadline

The Robert C. Pooley Foundation Awards: Robert C. Pooley Research Award, Lucille S. Pooley Award (for creative teaching) and Jarvis E. Bush

Award (for successful teaching of composition).

<http://www.wcteonline.org/awards-and-grants/robert-c-pooley-foundation-awards/>

**GSEA >> from John Pruitt, UW-Rock County**

## Join NCTE's Gay/Straight Educators Alliance

The Gay/Straight Educators Alliance invites all WCTE members to attend its annual business meeting at the 2013 NCTE convention in Boston.

On a large scale, this forum encourages discussion among all who share a professional commitment to lesbian, gay, bisexual, and trans (LGBT) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction.

This is why members of WCTE are especially encouraged to join us. As you may have heard in recent news, Congressman Mark Pocan is setting up a scholarship fund for graduating high school seniors who have worked to make their schools safer and more supportive for lesbian, gay, bisexual, transgender and questioning students. [See box at right.]

Exciting news and progress like this motivate us to continue acting. Our membership includes teachers, administrators, and professors of English and English education eager to affirm the right of every student to a highly skilled teacher.

Under the same philosophy upheld by NCTE, we are committed to providing leaders with the resources assisting them with including LGBT issues and texts in English studies and English language arts classrooms, fostering research and scholarship, addressing heterosexism and homophobia in academic and school settings, supporting LGBT students and teachers and broadening cultural diversity through more inclusive understandings of difference.

For information about the Assembly, please visit our [web site](#) at or contact the current chair, John Pruitt, by e-mail at [john.pruitt@uwc.edu](mailto:john.pruitt@uwc.edu) or by phone at 608-758-6565 x730.

We hope to see you in Boston!

### Pocan sets up scholarship fund with Gay Straight Alliance for Safe Schools

*Published Nov. 21, 2012 in the Wisconsin State Journal  
Written by Mary Spicuzza*

Congressman-elect Mark Pocan is setting up a scholarship fund for graduating high school seniors who have worked to make their schools safer and more supportive for lesbian, gay, bisexual, transgender and questioning students.

The Mark Pocan Youth Leadership and Scholarship Fund will be created through the Gay Straight Alliance for Safe Schools (GSAFE) using the remaining \$20,000 in Pocan's state campaign account.

Pocan said he hopes businesses or individuals make additional contributions.

He said he has met many students at GSAFE's annual dinner and other events and is always impressed by their enthusiasm and determination, especially in the face of bullying and other obstacles.

"These are really going to be the next generation of leaders fighting for equality," Pocan said.

The state allows campaign funds to be given to nonprofits when elections are over, said Reid Magney, a spokesman for the Government Accountability Board.

The Gay Straight Alliance for Safe Schools is a Madison-based statewide nonprofit organization dedicated to creating schools where lesbian, gay, bisexual, transgender and questioning students and youth can thrive.

Students may use the scholarships to advance their greater career and educational goals, said Kristen Petroschius, GSAFE's co-director.

**WELA >> from Kathy Nelson, past president**

## Wisconsin Educational Leadership Alliance debuts

Presidents of state professional education associations met in Madison last August to found a new organization. As our president, I represented WCTE along with a couple dozen other representatives from groups representing most school disciplines.

The original idea was that we would benefit from sharing common issues. However, we have found that our collaboration has been noticed by others, such as the Wisconsin Department of Public Instruction, who have sought our group's input on topics such as the use of ACT

and Smarter Balanced products for our state's Common Core assessment.

WCTE served as the host for the group's second meeting, Jan. 5, at The Delafield Hotel. There the group worked on such nuts and bolts as a mission statement, constitution and bylaws, and a name for the new organization. The Wisconsin Educational Leadership Alliance, or WELA, is the leading appellation contender.

WMEA, the music teachers' group, will host the next meeting April 13 at their headquarters in Waunakee.

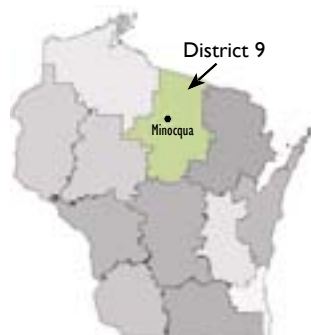
## WCTE BOARD MEMBER PROFILE

# Meet Martha Handrick, District 9 director

**F**resh off my first WCTE Board Meeting last weekend, wearing my rookie District 9 hat, I'd have to say my first impression is what a wonderful, energetic collaboration of dedicated teaching professionals.

My name is Martha Handrick, and I will be representing a portion of my beloved northwoods for the next two years at the WCTE. I grew up on beautiful Moss Lake in Lac du Flambeau, Wis., and now live in the equally charming tourist hotspot, Minocqua. My husband Mike and I have three grown children and two grandsons. I am in my 23rd year teaching English and coaching forensics at Lakeland Union High School, home of the Thunderbirds, and the largest (by square mileage) school district in the state.

I am an admitted bibliophile and followed my dream of becoming a teacher by attending U.W. Stevens Point, where I received my bachelor's degree in English; followed by attending Viterbo University, where I received my Master of Arts in Education. I am hoping to build relationships among our northern districts, promote the amazing resources WCTE has to offer English Educators, and continue to hone my craft so that I may provide the best possible learning opportunities for my students.



### Contact Info

**Martha Handrick**  
Lakeland Union High School  
Minocqua  
[handrick@luhs.k12.wi.us](mailto:handrick@luhs.k12.wi.us)

## WISCONSIN AUTHORS >> from Lynn Aprill and Marti Matyska

A revised Wisconsin Authors poster is available for \$15 for purchase from WCTE to be sent anywhere in Wisconsin. This 18" by 24" laminated document lists 24 authors showcasing 12 with photographs. A separate bibliography of 100 authors accompanies the poster.

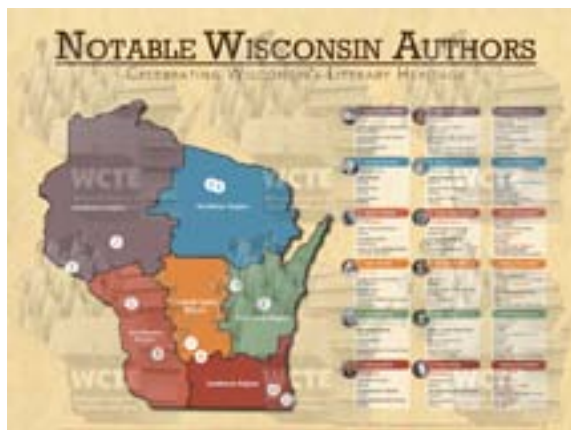
It can be seen in more detail on the WCTE website:

<http://www.wctonline.org/publications/wisconsin-literary-map/>

Please include your mailing address and phone number and/or email address.

Checks should be made out to Marti Matyska, WCTE Convention Manager

Mail to:  
Marti Matyska, WCTE Convention Manager  
5055 County Road V  
Cecil, WI 54111



Thank you to Marti Matyska and Lynn Aprill for their research and editing of this fine new map.

## PUBLICATIONS >> from Marci Glaus, assistant editor

# Wisconsin English Journal invites writers, reviewers

### Editor

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UW-Green Bay

The Wisconsin English Journal (WEJ) welcomes articles on all subjects related to teaching English in middle and high schools. The theme for fall 2013 is re-inventing the future of English. We welcome articles about fresh methods and teaching practices in English Language Arts. We welcome book reviews of recently-published books about the Common Core, descriptions of teaching ideas, opinion pieces, and research articles related to English language arts and teaching. The deadline for the fall issue is Aug. 1, 2013. The theme for the spring 2014 issue is censorship, and the deadline is Feb. 1, 2014.

We believe that the juried journal process that we have organized is vital to developing

excellent articles for readers. We hope that all of you will be willing to be journal reviewers and help us support authors. Because we are a juried journal with each article receiving at least two anonymous reviews, the journal may hold more power for those concerned about the

publication's impact on their careers. To become a reviewer for Wisconsin English Journal, visit <http://journals.library.wisc.edu/index.php/wej> and

To submit articles to the Wisconsin English Journal, log on to the [website](#) and follow the prompts. The deadline for submissions for the fall issue is Aug. 1, 2013.

click on "Register."

Please consider submitting an article to the Wisconsin English Journal. We look forward to receiving and reviewing your texts.

Wisconsin English Journal publishes in October and April.

## NCTE NEWS >> from Felisa Mann, NCTE administrative liaison

# Check out these resources for your classroom

### Secondary Level Awards

- High School Teacher of Excellence
- Promising Researcher Award
- Achievement Awards in Writing
- Edwyna Wheadon Postgraduate Training Scholarship

### New Initiative

ENGAGE NOW! -The Secondary Section Steering Committee will launch a new project February 1 called ENGAGE NOW! This ongoing monthly project will provide you with a thematic micro-project-based activity that you can use immediately--all or in parts. Each ENGAGE NOW! will have links to resources and to the Common Core State Standards. Want more information? Look for its announcement in the Secondary Section High School Matters blog

### Resources

NCTE's K-12 Principles in Practice book imprint connects research with classroom practice through – so far – eight titles grouped into three strands: adolescent literacy, writing in today's classrooms, and literacy assessment. Watch for your flier in the mail; view the digital edition; or download, print, and share the [pdf version](#) to learn more about these popular titles.

### CEL Conference

The deadline for the 2013 Conference on English Leadership (CEL) program proposal is April 1.

## NCTE NEWS >> from SLATE (Support for the Learning and Teaching of English)

The SLATE Committee encourages you to nominate worthy individuals or groups for the NCTE/SLATE Intellectual Freedom Awards. These are the criteria:

- the awardee has shown courage in advancing the cause of intellectual freedom or fighting censorship;
- the awardee can be an educator or noneducator;
- the awardee can be an individual, group, or institution;

- the awardee's activity can be related to particular recent events (e.g., as in a censorship dispute) or it can be ongoing (e.g., as in leadership demonstrated over a period of years);
- the same awardee may not be named for two years in succession.

For more information, go to <http://www.ncte.org/awards/slate>. The deadline for nominations is May 1.

## Resources for English teachers



Tamara Maxwell

### CCSS ELA resources from DPI

- **Professional learning resources** can be found in the form of “live binders.” Go to [www.livebinders.com](http://www.livebinders.com) and search for “Wisconsin Common Core.” There are currently professional learning modules on lesson and unit plan development, unpacking and repacking standards, and measuring text complexity. Modules in development are teaching with complex text, vocabulary, and modes of writing. If you are interested in contributing to these modules, please let me know. [tamara.maxwell@dpi.wi.gov](mailto:tamara.maxwell@dpi.wi.gov)
- DPI is convening small groups to develop **exemplar lesson and unit plans**. If you are interested in participating, please let me know.
- **Read Wisconsin** (<http://www.readwisconsin.net/>) has a variety of short informational **webinars** on topics such as the place of Title I in an multi-level system of support, text complexity, family literacy, Wisconsin Standard C and required literacy interventions, and the new SLD rule. Next week there will be a short webinar on Culturally and Linguistically Responsive Practices. To find the webinars, look for the webinar link in the left-side nav bar.
- To meet recommendations from the “Read to Lead Taskforce Report”, DPI will be hosting a **literacy (un)Conference** April 15 and 16. This is a virtual conference for K-3 administrators and district reading specialists to increase third grade reading performance for all students by developing instructional leadership in the area of K-3 literacy for reading specialists and elementary principals. There will be conference strands on standards, instruction, and assessment, and planning for professional learning. Look for more information on the English K-16 Listserv, Twitter, Read Wisconsin and the DPI website.

### Smarter Balanced Assessment

- **Alignment to CCSS:** Smarter Balanced assessment system is aligned to CCSS through its content claims. More information can be accessed at <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Smarter-Balanced-ELA-Literacy-Claims.pdf>
- **Item Types:** There are four types of questions:
  - **Selected-response items:** prompt students to select one or more responses for a set of options. Can be scored automatically.
  - **Technology-enhanced items:** take advantage of technology to collect evidence through a non-traditional response type, such as editing text or drawing an object. Can be scored automatically.
  - **Constructed-response items:** prompt students to produce a text in order to collect evidence about their knowledge or understanding of a given assessment target. Some constructed-response items can be scored automatically; many will be hand-scored by professionally trained readers.
  - **Performance tasks:** measure a student’s ability to integrate knowledge and skills across multiple standards. Some performance tasks can be scored automatically; many will be hand-scored by professionally trained readers.
- **Sample test questions** can be explored at <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm#>

### ACT Suite

- The ACT Suite is included in Governor Walker’s budget. Read **more about the budget** at <http://pb.dpi.wi.gov/files/pb/pdf/Gov%2013-15%20highlight%20summary%20for%20web.pdf>.
- Statement from State Superintendent Evers: “In addition to any college entrance assessment we may use, **we remain committed to the Smarter Balanced Assessment Consortium (Smarter)** in our role as a governing state. Wisconsin will continue to

work with Smarter to develop a system of multiple assessments at grades 3-11, including formative, benchmark, and summative tools, as well as resources that will assist with further CCSS implementation. While we will not be using the Smarter high school summative assessment, we expect any college readiness assessment used at the high school level to be used in conjunction with the other high school resources in the Smarter system.” Read more at [http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss).



# Resources for English teachers, cont.

## Educator Effectiveness

- These are the **initial findings from Developmental Pilot** evaluation
  - Process is very powerful and empowering—creating collaborative coaching relationships and conversations for the first time in some schools
  - EE helps to provide clear, observable needs in practice
  - SLO (Student Learning Objective) process helping teachers to better differentiate instruction for their students
  - SLO process allowed many teachers to recognize they needed to raise their expectations for their students after they found they set their SLO goals too low
  - Districts need to begin working on revising schedules to include evaluation processes, identifying resources necessary to implement evaluation processes, and potentially find personnel to support and manage the processes this year...it will take time to prepare for full implementation
  - Central office staff made best peer mentors because they had the time available, whereas teachers did not
  - The peer mentor role in the most successful districts was simply a coordination role...keeping the process on track
- **Equivalency rule went into effect March 8.** (School districts will have the choice of using the state model for educator effectiveness, or they may apply to use their own equivalent model.)
- **The application for equivalency went into effect March 15.**
- We have already received an **intent to apply from CESA 6** and fully anticipate districts using this model will receive approval for the 2013-14 school year
- Note that this is an **annual application** process
- **Beginning work with institutions of higher education to create that alignment between preservice and service** (teachers will graduate their prep programs understanding what they need to know and how they will be evaluated and principals will graduate their prep programs understanding the evaluation processes and certified as a Teachscape evaluator)
- Walker's proposed budget includes 100% of DPI's request to support educator effectiveness... meaning that if it is passed as currently proposed, the **Wisconsin Educator Effectiveness System will be fully funded, to include development, research, and implementation of the outcomes side; as well as funding for the practice side** (regardless of model).

## Information for Pre-service Educators

- **edTPA:** Beginning in 2015, pre-service teachers will be required to complete a **performance assessment called the edTPA.** edTPA is a performance-based assessment embedded in the pre-service teaching experience, designed to occur in the last 4-5 months of a teacher candidate's program. It consists of both program-specific and standardized assessments in the areas of: instructional planning, instructional delivery (based on a video of the candidate's instruction and his/her commentary on that instruction), an assessment task, a self-reflection/analysis task, and an academic language task. To date, 24 states have committed to using the edTPA. The official scoring will take place through Pearson, but local scorers will be trained to guide the education of pre-service teachers. DPI has hired five local scorer trainers. These local scorers will be higher education staff from around the state.
- **Wisconsin Foundations of Reading Test:** The successful completion of the Wisconsin Foundations of Reading Test will be required of pre-service teachers as of Jan. 1, 2014. This test is based on the Massachusetts Test for Educator Licensure used in Massachusetts and Connecticut. Currently this test is in addition to all other testing requirements for licensure. Below are a number of links related to the test:
  - The generic Pearson NES (National Evaluation Series) website with a drop-down to access Wisconsin-specific information is <http://www.nestest.com/>
  - The Wisconsin-specific site is <http://www.wi.nesinc.com/>
  - The list of which education licenses require successful completion of the test is found at [http://www.wi.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.wi.nesinc.com/PageView.aspx?f=GEN_Tests.html) along with a link to the test
  - Detailed information about the test, such as cost, the test blueprint, the practice test, and the answer key to the practice test are at [http://www.wi.nesinc.com/PageView.aspx?f=GEN\\_FOR.html](http://www.wi.nesinc.com/PageView.aspx?f=GEN_FOR.html)
  - Pre-service teachers who will be student teaching fall 2013 should take this test spring 2013.

## SUMMER TEACHING OPPORTUNITY >> from Bailey Herrmann

### PEOPLE Program needs reading, writing teachers

PEOPLE is a pre-college pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college. Their journey prepares them to apply, be successfully admitted, and enroll at the University of Wisconsin-Madison.

We are currently seeking innovative and culturally relevant teachers of reading and writing for the three-week high school summer program (Monday, June 24 – Friday, July 12, 2013). Please consider applying to teach high school students this summer. Or pass this email along to teachers who may be interested. Housing, food, and professional development opportunities are available for teachers.

In order to apply to teach, you will need to submit a cover letter and a resume to the following email address:



[people@cdo.wisc.edu](mailto:people@cdo.wisc.edu).

The sooner you submit materials, the better.

The position description is online at <http://www.peopleprogram.wisc.edu/employmentOPP.html>.

Thank you,

*Bailey Herrmann*

PEOPLE Reading and Writing Coordinator

[bherrmann@wisc.edu](mailto:bherrmann@wisc.edu)

## EDUCATIONAL TRAVEL OPPORTUNITY >> from Natasha Weisz

### GEEQ helps teachers explore the world

Understanding the world today has never been more important to America's future. For most of us, that understanding begins at an early age, in thousands of classrooms across the United States. Students look to their teachers for knowledge about a world that is not yet part of their own lived experience. By spending time abroad teachers gain fresh perspectives that deeply enrich their students' learning and global awareness.

Global Exploration for Educators Organization (GEEQ) is a 501c3 non-profit organization that runs summer professional development travel programs designed for teachers.

GEEQ is offering **23 different travel programs** for the summer of 2013: India/Nepal, Italy, Portugal/Spain, Amalfi Coast, Eastern Europe, Budapest to Istanbul, Vietnam, Comfort Thailand, Thailand/Laos, Cambodia, China, Comfort China, Russia/Mongolia/China, Turkey 15 day, Turkey 8-Day, Kenya/Tanzania, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Peru, Ecuador, The Galapagos Islands, Uzbekistan, and Costa Rica.

**The registration deadline is June 1**, but space is limited and many programs will be full well before the deadline.



Educators have the **option to earn graduate school credit** and professional development credit while seeing the world. The trips are 8 to 24 days in length and are designed and discounted to be interesting and affordable for teachers. GEEQ provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at [www.geeo.org](http://www.geeo.org). GEEQ can be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-9PM EST.

Happy summer travels!

*Natasha Weisz*

Outreach Coordinator

Global Exploration for Educators Organization (GEEQ)

Call us toll-free at 1-877-600-0105

[natasha@geeo.org](mailto:natasha@geeo.org)    [www.geeo.org](http://www.geeo.org)

Check out our resource boards on Pinterest:

<http://pinterest.com/geeo/>

## April is the time to celebrate in your classrooms

April is Literacy Education Advocacy Month, and Wisconsin teachers at all grade levels are excited to participate again this year because we believe that a safer, stronger, and more sustainable society starts with an educated population. Here's what a number of Wisconsin teachers are planning — feel free to add to the list:

- 1. Students learn about writing to policy makers, then contact Congress and write to their local newspapers about the need for public support for literacy education.**
- 2. Students meet with officials and policy makers either in the classroom or at the Capitol.**
- 3. Groups of students at all grade levels have spoken about the importance of reading at a local church or with nonprofit, community-based organizations:**
  - Big Brothers and Big Sisters (state-wide)
  - Junior Achievement of Wisconsin (Janesville and Wausau)
  - Parents4learning (Chippewa Falls)
  - Americans for Informed Democracy (Madison)
  - Kohler Arts Center (Sheboygan)
  - Children's Service Society of Wisconsin (Milwaukee)
  - High Expectations (Beaver Dam)
  - Kids First Fund (Shorewood)
  - Summit Educational Association (Milwaukee)
- 4. Students read and discuss memoirs about literacy:**
  - Eli Goldblatt's "Writing Home: A Literacy Autobiography"
  - George Dawson and Richard Glaubman's "Life Is So Good: One Man's Extraordinary Journey through the 20th Century and How He Learned to Read at Age 98"
  - Sharon Jean Hamilton's "My Name's Not Susie: A Life Transformed by Literacy"
  - George Pollock's "State Kid: Hero of Literacy"
  - Claudia Darkins' "A Name I Can't Read: The Rocky Road to Literacy: A Mother's Story"
  - John Corcoran's "The Teacher Who Couldn't Read: One Man's Triumph over Illiteracy"
- 5. Students write literacy memoirs as a means to express their joys, sorrows, experiences, or curiosities.**

## **COMMON CORE STANDARDS WORKSHOP >> Tamara Maxwell, DPI**

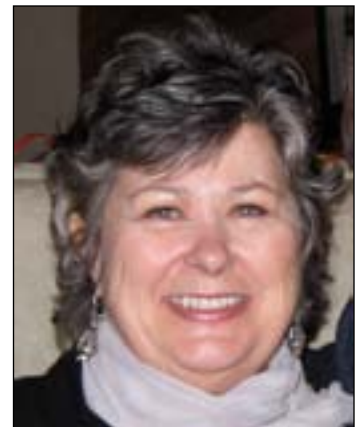
### Minnesota 2-day conference features Linda Christensen

The Minnesota Council of Teachers of English is hosting a two-day conference on April 11-12 in Bloomington, Minnesota (near the Mall of America), which is just a hop, skip, and jump across the river.

The focus of the conference is at the intersection of Common Core Standards and the needs of diverse learners. Speakers include Linda Christensen ("Reading, Writing, Rising Up" & "Teaching for Joy and Justice"), Rick Beach & Amanda Thein ("Teaching to Exceed the ELA Common Core Standards" & "Teaching Literature to

Adolescents"), Ed Bok Lee ("Whorled"-- American Book Award for Poetry), Wing Young Hooie (award-winning visual artist), and Dessa (award-winning hip-hop & spoken word artist).

It is truly an eclectic mix that will strengthen teachers' understanding of standards and meeting diverse students. You may find full information at <http://www.mcte.org>.



**Linda Christensen**

# Wisconsin English Teachers' Calendar of Events and Deadlines

## April

- April 15** Deadline for application for WCTE and NCTE High School Teacher of Excellence Award  
[www.WCTEonline.org/hs\\_teacher.htm](http://www.WCTEonline.org/hs_teacher.htm)
- April 18** NCTE Literacy Education Advocacy Day in Washington, D.C.
- April 20** Anti-Racist/Anti-Bias Conference at the Indian Community School in Franklin: The Educator's Network for Social Justice invites educators and community members interested in issues of race and social justice in education to attend this conference. Dr. Kevin Kumashiro, president-elect of the National Association for Multicultural Education and author of "Bad Teacher! How Blaming Teachers Distorts the Bigger Picture" For more information: <http://www.ensj.org>
- April 30** Mailing deadline for NCTE/Norman Mailer Writing Award. The Norman Mailer Writers Colony and the National Council of Teachers of English jointly sponsor the Norman Mailer High School and College Writing Awards.  
<http://www.ncte.org/awards/student/nmwa>

## May

- May 1** Deadline for nominating a student teacher for the Outstanding Student Teacher Award.  
<http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>
- May 1** Deadline for nominating a first year teacher for the Nancy Hoefs Memorial Award for Outstanding First-Year Teacher  
<http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/>
- May 1** Deadline for WCTE's Lee Burress Intellectual Freedom Award. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>
- May** Registration opens for NCTE Annual Convention: (Re)Inventing the Future of English, Nov. 21-13 in Boston.

## June

## July

- July 2** Mailing deadline for Program to Recognize Excellence in Student Literary Magazines (PRE-SLM): This program for middle schools, junior high and high schools recognizes students, teachers, and schools for producing excellent literary magazines and encourages all schools to develop literary magazines, seeking excellence in writing and school-wide participation in production.  
Submit to Rebecca Donlin, New Berlin High School. More information at NCTE website: <http://www.ncte.org/awards/student/PRESLM>
- July 18-19** WCTE Summer Board Meeting. Location: TBA
- July 23** Muhammad Ali Award for Writing on Ethics. The competition is open to full-time undergraduate students and to first- and second-year full-time students enrolled in community, junior, and technical colleges. \$10,000 cash prize. To enter, visit <http://www.ncte.org/awards/student/ali>

### WCTE Update March 2013

<b>President</b> Jessica Gallo	<b>Secretary</b> Karen Kelley-Rigoni
<b>1st Vice-President</b> Lynn Frick	<b>Treasurer</b> Tom Scott
<b>2nd Vice-President</b> John Pruitt	<b>Update Editor</b> Linda Barrington

# Breaking out of roles: Another look at Literature Circles

Over the past several years, P.J. Jacobs Junior High School's English department has been working to integrate literature circles as a core component within their English Language Arts curriculum. In our collaborations about literature circle procedures, we frequently revisit the following questions:

## **1 Why would you choose not to use roles?**

When adults meet and talk about books, they don't use role sheets. They detract from authentic discussion. Instead of really talking about what they're interested in, students are more concerned with getting through their worksheets.

## **2 How do you hold students accountable if there aren't roles?**

We give them certain tasks to complete based on the skills we are studying. For example we'll have a silent discussion in which they respond to one another in written format. Or they'll have to concentrate on characterization and each add a symbol to an image of the character and then write what that symbol represents. On days where they have more informal discussion, I walk around the room with a clipboard. If I don't hear them open their mouths as I walk around, they won't receive credit for the "active participation" part of the rubric.

Another idea is to provide a journal response sheet with five different prompts. Students choose a prompt and need to cite evidence from the text to support their reasoning. By having the students prepare their thoughts to this level before they meet, the literature discussions are much richer and grounded in textual evidence. Students also have a record of their citations for any end product.

We also have students monitor their comprehension when they read by using either post-it notes or Facts/Questions/Responses (FQR) charts. While they read, students mark if they see something is a main idea, a connection or a question they need answered. During literature circle discussions, these are the points students discuss.

## **3 How do you promote quality discussion?**

At the beginning of the year, you have to discuss and observe what it means to be a good listener and a good participant. You can do this through some sort of fishbowl activity. You also should be mindful when grouping students, ensuring they have a book that interests them.

## **4 What is the most important tip you have regarding literature circles?**

It is extremely helpful to give them some sort of task (and to change that task often so it's not the same each meeting). Often the task promotes good discussion. For example, Q: "Why would you give Mr. Crepsley a grimace like that?" Re: "He's so creepy!" Q: "What evidence do you have that he's creepy?" Re: "In chapter three he keeps following Sara around."

I also think it's important to remember that not all students are going to finish their books; as adults we certainly don't. Our goal should be to get all students to contribute to the discussion and get them reading. The process is just as important, if not more important, than the end result such as a project or a test.



to Jackie Mabon, Paula Summers and Jennifer White for sharing their ideas for updating Literature Circles in their classrooms.