

update

wcte

on a mission to provide...

mentoring scholarship advocacy collegiality

WISCONSIN COUNCIL OF TEACHERS OF ENGLISH

www.wcteonline.org

September 2015



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INSIDE

- From the President
- WCTE Update wins award
- WCTE announces awards
- JEA curriculum available
- English Journal, Update
- Election results, meeting
- Meet Justina Plemon
- What we're reading



JEFF WILHELM

Jeff Wilhelm is professor of English Education at Boise State University. He is the founding director of the Boise State Writing Project which supports over 1,000 teachers each year with professional development. His books about literacy and literacy education include "Reading Don't Fix No Chevys: The Role of Literacy in the Lives of Young Men" and "Language & Literacy: You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents."

WCTE Annual Convention
October 15-16, 2015
School of Continuing Ed.
Milwaukee, WI

Inquiring Minds Learn to Read, Write, and Meet the CCSS

Wisconsin Council of Teachers of English is proud to host Jeffrey Wilhelm for our 55th annual convention on Oct. 15-16. Join us for the entire two days at our preconvention workshop and convention, or join us for one of the days as we explore major issues in our field.

Both events will be in downtown Milwaukee at the UW-M School of Continuing Education Conference Center. See more information on pages 3 and 4.

Join us for the preconvention workshop on the afternoon of Thursday, Oct. 15, with Dr. Jeffrey Wilhelm! He will focus on Framing Curriculum and Instruction as Inquiry.

Participants will work with Dr. Wilhelm to explore four major ideas:

1. What is inquiry and why does this structure engage and assist learners?
2. How can we reframe units we already teach into inquiry-orientated pursuits through the use of "Big" or "Essential" Questions?
3. How can we use backwards planning to teach towards meaningful culminating

projects and compositions?

4. How can we effectively design assignment sequences framed by inquiry through using frontloading and sequencing techniques?

Join us for the main event on Friday, Oct. 16, with keynote speaker, Dr. Jeffrey Wilhelm, and over 25 breakout sessions!

Dr. Wilhelm will explore how inquiry is THE model of instruction for developing deep conceptual and procedural understanding that leads to transfer and application to learning in the real world. He will also explore how inquiry is uniquely suited to assist students to meet the Common Core State Standards and upcoming assessments modeled on the NAEP and PISA assessments of student knowledge and expertise.

Registration is still open! Register online at www.wcteonline.org or mail in the registration form on page 3.

See page 2 for a tentative list of breakout sessions.

REGISTER NOW

WCTE CONVENTION, OCT. 15-16

Tentative Schedule and Breakout Sessions

7:00 Registration opens

7:15 Coffee, juice, fruit and pastry.

8:00-8:50 Breakout Session A.

Explicit Strategy Instruction (ESI) for Secondary Teachers

Engaging Multiliteracies: Teaching a Multimodal, Multigene, Digital Book Project

Novel Choice in the Middle School Classroom: Engaging Readers While Aligning to the CCSS

Ready for College Writing: Reviewing College Instructor Expectations for Student Writing Projects

Accelerated Learning Program: Preparing Underprepared College Writers

9:00-10:00

Welcome, awards, Keynote with Dr. Jeffrey Wilhelm

10:05-11:00 Breakout Session B.

A breakout session with Dr. Wilhelm

Study the World Through the National Endowment for the Humanities (NEH)

Is There a Spot in the Curriculum for Forgotten Wisconsin Authors?

Deconstructing the National Board Certification Process

WCEE Meeting

11:05-12:00 Breakout Session C.

Differentiation for the Accelerated Learner in the English Classroom

Beyond Rhetoric: Stated and Unstated Standards for Student Writing

Building Conversations: Creating Effective Literature Discussions for All Students

Inquiry-Driven, Project-Based Writing Courses: The Model of “Ethnography of the University” and the Value of Undergraduate Research

12:05-1:00 Breakout Session D.

Characteristics of Effective Writing Instruction: How Process Informs Teaching

Breaking Down the First Few Years!

Multigene Writing in the Place-Based Ecomposition Classroom

Increasing Student Engagement Through Student Input

1:05 Lunch

1:50 Exhibit Walk

2:05-3:00 Breakout Session E.

Going Digital: Designing Information Literacy projects that Integrate Digital Tools

Talking/Teaching Perspective: Digital Storytelling with Storybird

Multi-Genre, Multi-Modal Projects

Focus on Student Learning: How Do We Move Our Writers Forward?

Beyond Grammar Drills: Creative Approaches to Teaching Basic Writing

3:05-4:00 Breakout Session F.

Literacy Intervention: Strategies to Support Struggling Adolescent Readers

Implementing and Supporting RTI2 at the Secondary Level

Teaching While Feminist: How We Enact Authority in the Classroom

Greater Madison Area Writing Project

4:05-4:35 WCTE Annual Business Meeting

2015 WCTE Convention Registration Form

55th Annual State Convention of the Wisconsin Council of Teachers of English

Inquiring Minds Learn to Read, Write, and Meet the CCSS

UW-M School of Continuing Education

Conference Center

7th Floor of the historic Plankinton Building

161 W. Wisconsin Ave.; Milwaukee WI 53203

Thursday afternoon, Oct. 15, at 12:30 and Friday, Oct. 16, 2015 (registration 8:30)

Pre-Registration Deadline: Oct. 1, 2015

To register online and for more information, please visit www.wcteonline.org.

Name: _____	Job Title: _____
Mailing Address: _____	
School/Organization: _____	
Purchase Order # (if applicable): _____	
Email Address: _____	

Convention Registration Fees:			
	Thursday Workshop	Friday Convention	Both
WCTE members	\$100	\$100	\$175
Non-members	\$150	\$150	\$280
Students/Retirees	\$40	\$40	\$75

To register for the convention by check or purchase order, complete this form and mail to:

WCTE 2015 Conference Registration
 Dept. of Curriculum & Instruction
 Enderis 310
 UW-Milwaukee
 P.O. Box 413
 Milwaukee, WI 53201
 Keep a copy for your records!

- ***Thursday's workshop fees*** include snacks.
- ***Friday's convention fees*** include continental breakfast and a buffet lunch featuring a choice of three entrées (Chicken Stir Fry, BBQ Pulled Pork, and Penne Pasta with Marinara) soup, salad, beverage (cola, diet cola, iced tea, milk, coffee, or tea), and a cookie bar.

Convention Fees: Make Checks Payable to WCTE		
Registration: \$ _____	Membership Dues: \$ _____	Total Enclosed: \$ _____
(If time to renew, see membership form on next page)		

Hotel Rooms

A limited block of rooms has been reserved at the
Fairfield Inn & Suites by Marriott Milwaukee Downtown

To receive the group rate of \$80, you must reserve a room by September 25, 2015.
To make a reservation call: direct 414-224-8400 or toll free Marriott 1-877-699-1495
Identify yourself as WCTE 2015 State Convention Group.

Parking

The School of Continuing Education provides a parking discount for participants in its classes/ programs who park in the Grand Avenue structure. Please bring your parking gate ticket to the 7th floor reception desk to have it validated. The validation entitles you to the special UWM daytime rate of \$6 regardless of week, time of day, or length of stay.

WCTE Membership Information

This form represents a New Membership Renewal

WCTE District (CESA): _____ (1 - 12; if you do not know your CESA, please check one of the options below)

Please look up my CESA for me based on my **school** address: _____

Please look up my CESA for me based on my **home** address: _____

What grades do you teach (circle)?

Elementary Middle Secondary Post-secondary

Are you an administrator or specialist (circle)?

Dept. Chair Elem. Admin. Middle/Secondary Admin. Reading/Language Arts Specialist

What sort of member would you like to become (circle)?

Standard	\$30	New Teacher	\$20
		(1-2 yrs in profession)	
Contributing	\$40	Retiree	\$15
Sustaining	\$50	Student	\$ 5

Thursday Workshop

Inquiring Minds Want to Read and Write: Framing curriculum and instruction as inquiry

This interactive workshop will pursue 4 strands:

1. What is inquiry and why does this structure engage and assist learners?
2. How can we reframe units we already teach into inquiry-oriented pursuits through the use of "Big" or "Essential" Questions?
3. How can we use backwards planning to teach towards meaningful culminating projects and compositions?
4. How can we effectively design assignment sequences framed by inquiry through using frontloading and sequencing techniques?

PRESIDENT'S MESSAGE >> from John Pruitt



I've completed [a multi-genre project], a memoir linked with a central premise of the impact of movies at different stages of my life.

WCTE President John Pruitt

At the end of July, I began my year-long run as a fellow with the Greater Madison Writing Project, one of nearly 200 affiliates of the National Writing Project. During those two weeks, I learned more than I ever had about my creative and critical writing abilities, about Olbrich Botanical Gardens, and about collaborating with a community of teachers whose students are fortunate to be in their classrooms.

Surprisingly, the top floor of the Monona School District administrative offices suited the occasion. I'm generally one to write at home, in pajamas, cat on my lap, middle of the night, no one nearby. But among 15 people scratching with pens and tapping on keys, I revised a multigenre memoir, wrote a "This I Believe" statement, and conducted research for and delivered a presentation

on a final teaching project on improving information literacy in literature classes under the model of embedded librarianship.

I also learned to showcase my writing, once a daunting exercise in overcoming reluctance to an extremely stressful situation, so I'm going to try it now with snippets from a couple pieces.

I met Tom Romano at the WCTE convention in 2013 and thought that the idea of a multi-genre project could be interesting, but that's as far as it went. Now I've completed one, a memoir linked with a central premise of the impact of movies at different stages of my life.

John Pruitt

President, Wisconsin Council of Teachers of English



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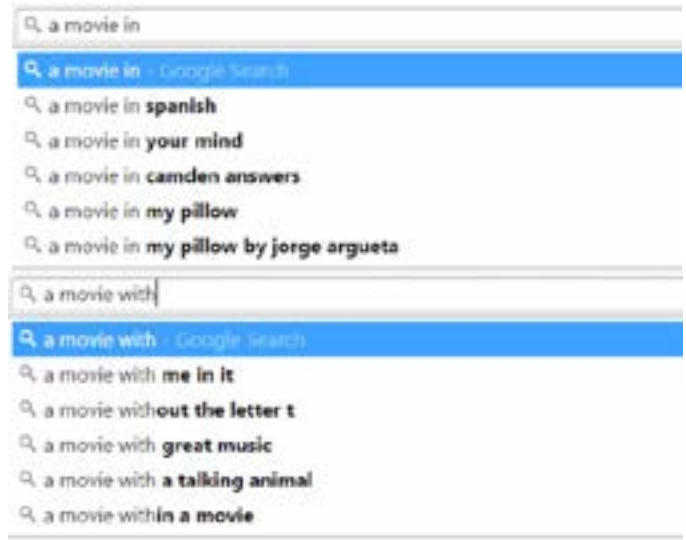
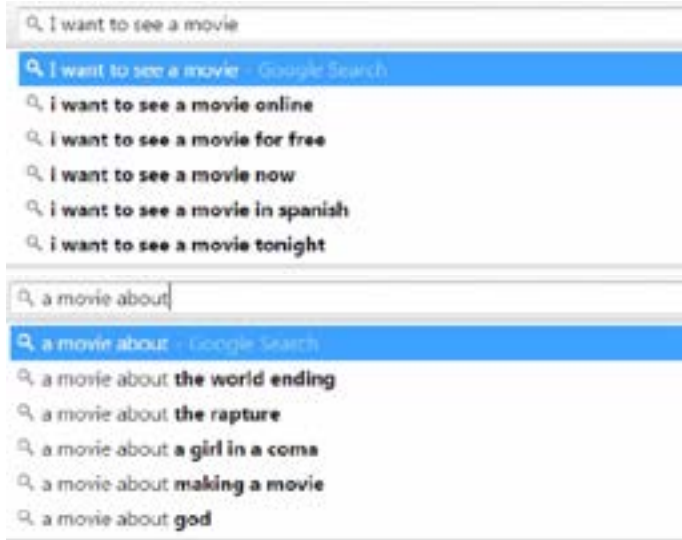
WCTE Update Editor

Linda Barrington, Mount Mary University
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Continued on next page

PRESIDENT'S MESSAGE, continued

Tuesday Night, or Any Night



NCTE NEWS

Convention in Minneapolis

Responsibility, Creativity, and the Arts of Language is the theme of this year's convention in Minneapolis, Nov. 19-22. Join thousands of educators, administrators, curriculum coordinators, teacher educators and other education professionals, as the NCTE Annual Convention turns the Land of 10,000 Lakes into the land of 10 times as many ideas! More information and registration at www.ncte.org/annual



Minneapolis skyline

CEL convention to follow

The Conference on English Leadership, Nov. 22-24, will feature well-known speakers, Penny Kittle, Harvey Daniels, Sara K. Ahmed, Jeff Wilhelm and Carol Jago.

"CEL is committed to helping build leadership capacity among our members across their careers," CEL chair Rebecca Sipes said. "This year's convention theme, *A Leader's Legacy*, provides a wonderful umbrella for reflection, personal interactions and networking. We will have many opportunities to learn with and from one another in a close, collegial setting. Whether you are a first year teacher-leader or a veteran school leader or administrator, you will find many sessions, panels and keynotes in our program to excite your interests and address your needs.

WCTE Update wins national award

The WCTE Update has been selected as the winner of the 2015 National Council of Teachers of English Affiliate Newsletter award. Newsletter submissions are judged on content (particularly the inclusion of current, pertinent information with a good balance between theory, practice and professional growth information), quality of writing, a clear and accurately defined purpose for the publication, a format which aids the reader in locating information and is easy to read, and the use of graphics to aid the overall effectiveness of the newsletter.

The award will be presented at the annual NCTE Affiliate Roundtable Breakfast, to be held in conjunction with the Annual Convention in Minneapolis, Nov.22. Update editor Linda Barrington will receive the award.



Linda Barrington

WCTE announces, honors award winners

WCTE annually presents several awards to recognize professional contributions and student achievements and to promote excellence in the teaching of the English language arts.

We are pleased to announce that Stephanie Nook will receive the Nancy Hoefs Memorial Award for Outstanding First Year Teacher. A teacher at the Alliance High School of Milwaukee, she is featured below.

In addition, two new teachers will receive the

Outstanding Student Teacher of the Year Award: Rachel Bargender and Patrick Porwell. Read about them on the next page.

The Chisholm Award for Meritorious Service to the Profession will be announced at the convention. There were no nominees for the NCTE High School Teacher of Excellence and the Lee Burress Intellectual Freedom Award. Next year's deadline will be April 1.

Nancy Hoefs Memorial Award for Outstanding First Year Teacher

WHO: Stephanie Nook, The Alliance High School of Milwaukee

WHAT: English 9 and 10, Language Arts Lab, Writing Lab

WHAT OTHERS SAID: “Stephanie impressed me from the minute I met her. She looks for the positive in all situations, has a wonderful sense of humor, is extremely reflective, and she has never waived from her goal to be an outstanding teacher for every one of her students...She embraces the profession in every way and is a role model for all English teachers. ... As a result of Stephanie’s ‘never give up’ attitude, 73% of the students in her classes increased their comprehension scores from their baseline.” ~ Barbara Sonnenberg, UW-M supervisor



Stephanie Nook

“[Stephanie] is a perfect example of a teacher committed to rigor, relevance, and relationships, and these commitments have earned her the respect of students, parents, and her peers... I observed one of her classes where I knew that 50% of the students in the class were students with disabilities, and several of those students had been in Most Restrictive Placement (MRP) classes before attending Alliance, and an observer would not have been able to identify who those students were in the class. Every student was attentive, engaged, and enthusiastically participating in the literature lesson.

“...perhaps the most compelling thing to note about Stephanie as a beginning teacher has been her ability to build strong and meaningful relationships with her students and peers. In just a few months, she has become such an adored part of the school community that students often ask to speak to her when they are dealing with difficult issues, and upper class students have enthusiastically volunteered to be mentors and teacher’s assistants in her freshmen classes. I believe that the ability to build meaningful relationships with students is the most powerful and important skill a teacher can possess, and Stephanie possesses that skill, without a doubt.” ~Tina Owen lead teacher

WHAT STEPHANIE SAID: “I am humbled by the award and grateful for the recognition. I think the political climate in Wisconsin often makes teachers feel devalued and it is important to recognize and celebrate incoming teachers and new teachers in this challenging but very rewarding profession. I am thankful for the WCTE for taking the time and effort to acknowledge the profession and the hard work teachers do everyday.”

Outstanding Student Teacher of the Year Award

WHO: Rachel Bargender, Stratford High School, Stratford; attended UW-Stevens Point, student taught at Stratford High School

WHAT: English 10, English 11, Creative Writing, student newspaper adviser

WHAT OTHERS SAID: “Having watched [Rachel] evolve into a strong teacher has been a pleasure.... Her overall concern for the success of her students is an asset.... I can honestly rate [her] as one of the top three student teachers I have worked with out of the many I have had over the years.” ~*Connie L. Foye Jonett, cooperating teacher*

“From the outset it has been clear that Rachel is a gifted young educator; from her superb planning in English 11 to the ways in which she connects with students, carefully reflects on her practice and purposefully interacts with her professional colleagues, she is the best of what we hope for in a fellow educator... Rachel is a natural leader in the classroom; she creates powerful and engaging lessons for her students and values them as learners and individuals.... She is one of the most talented pre-service teachers I have had the opportunity to work with, is the best of what we hope for in our students and is exactly the type of dedicated teacher that today’s students deserve.” ~*David Roloff, UW-Stevens Point supervisor*

WHAT RACHEL SAID: “The moment I found out I received [this] award, I was elbow-deep in grading stacks of short stories and poems from my English 11 students. To say I was excited and delighted when I found out is a huge understatement. Picture the stacks of papers temporarily forgotten while I buzzed around, finding people to tell the good news. Now when I think about it, this award has come to mean two things. First, it represents the power of teachers. I know I would not have received this award without my own teachers, especially my cooperating teacher and university supervisor, to guide me. And second, this award means that I am now ready to become the same positive energy in my own students’ lives, to guide them and help them grow tremendously, just as my teachers did for me.”



Rachel Bargender

Outstanding Student Teacher of the Year Award

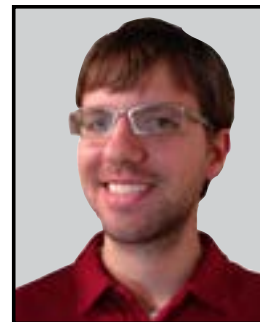
WHO: Patrick Porwoll, William Horlick High School, Racine; attended UW-Milwaukee, student taught at Reagan College Prep High School

WHAT: 10th grade American literature, 11th grade world literature

WHAT OTHERS SAID: “Patrick consistently draws from a wide range of sources to determine the best strategies for instruction and developing learning opportunities for all.... Reflecting on the outcomes of his choices is part of his regular practice because he truly believes in growing as a teacher.... One of his major strengths is his commitment to providing students with thorough feedback in a timely manner. I have come to see him as a knowledgeable, personal and outstanding educator.” ~*Stephanie Weinfurter cooperating teacher*

“Even though Patrick’s plans are engaging and challenging, part of the reason he is exceptional in the classroom involves his commitment to building positive relationships with his students. They know he respects and appreciates them.... Patrick is focused on being the best teacher he can be in challenging situations. It is evident that he loves teaching every student, every class.... He is without question an exceptional student teacher.... I have no doubt that he was “born” to teach and embraces every aspect of the profession: planning, reading, learning, connecting, respecting all students, commitment, enthusiasm – the list is endless.” ~*Barbara Sonnenberg, UW-Milwaukee Supervisor*

WHAT PATRICK SAID: “I was surprised when I was told I was receiving this award. Even more so, I was extremely honored. It showed me that the time and effort I had put into my teaching had been noticed. I felt more confident that I was on the right track with my approaches to teaching and the classroom, as well as increased confidence in my desire and drive to teach. I want to continue to honor this award by striving to continue growing as a teacher and find the best and most engaging ways to keep driving my students to be lifelong readers and writers.”



Patrick Porwoll

Curriculum based on JEA standards, Common Core

The comprehensive new JEA curriculum is indispensable for both new and veteran journalism teachers and publication advisers. It is available to all members of the Journalism Education Association. (If your membership has lapsed, you will want to renew immediately).

NAVIGATION MADE EASY

When you get the home page of the curriculum (which you can view on your desktop, laptop, tablet or mobile device), make sure your screen is enlarged if you'd like to see the menu tabs all at the top of the page (otherwise, just scroll to access the sections).

THE CURRICULUM AT YOUR FINGERTIPS

The curriculum is divided into 11 modules, providing nearly 200 weeks of lessons to complement high school journalism classes:

- Design
- Editing
- Entrepreneurship
- Law and Ethics
- Leadership and Team Building
- Multimedia Broadcast
- News Gathering
- News Literacy
- Photojournalism
- Web
- Writing

Each curriculum area is divided into several modules or time increments (number of weeks) with suggestions for lessons you could use if you have a given amount of time to teach that particular topic. Usually, the largest time increment will list all of the lessons available in that particular module.

Aligned with the Common Core Standards and Partnership for 21st Century Skills, every lesson includes summary, objectives, materials, step-by-step lessons, assessments, and rubrics (when applicable).

THE SLIDESHOWS

Under this tab, you'll find all of the slideshow presentations that have been included in each of the modules (organized by module topic). Ideal for the visual learner, these can also be used when you need a quick lesson on a topic.

THE INITIATIVE

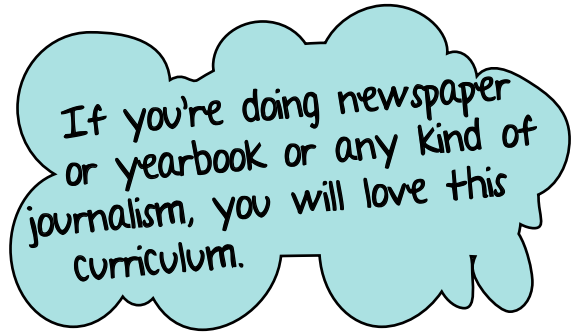
This tab describes the philosophy behind the initiative. The curriculum will continue to be a living document, with lessons being added, tweaked and updated frequently.

THE WHITE PAPER

This document will be very helpful if you're struggling to keep your journalism program alive and thriving in your school system. It includes multiple links to research documents supporting the incredible value of solid scholastic journalism programs. This could be a very beneficial piece to share with your principal or curriculum leader.

THE TEAM

This section lists short bios of the curriculum team writers. There is contact information for each of them.



How to Access the Curriculum

Go to curriculum.jea.org and enter your login email and password that you use in the members only area when you visit the JEA website.

You can also access it by going to www.jea.org, clicking on the FOR EDUCATORS tab on the top file menu, and then CURRICULUM. (If you have trouble remembering your username and password, just contact the JEA office and they can help you).

Learn more about the JEA Curriculum Initiative in this YouTube video walk-through of the website.

PUBLICATIONS >> from John Pruitt, WEJ editor

Call for submissions for Wisconsin English Journal

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UW-Rock County

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Linda Tabers-Kwak,
UW-Green Bay

"Wisconsin English Journal" invites instructors in the **state's technical college system** to contribute articles to its Spring 2016 edition. The aim of this special issue is to draw attention to the opportunities and challenges faced by both teachers and students and to encourage the open discussion of ideas among reading and writing instructors at these institutions throughout the state.

Topics may include the following:

- Best practices in reading and writing instruction
- Preparing students for writing on the job
- Teaching reading and writing through digital media
- Teaching English language learners

Shorter articles, 1,000-2,500 words, can describe lesson plans or particularly interesting and innovative projects and

teaching practices. Feature articles, 2,500-4,500 words, will report on a research project or literature review.

To submit articles to the Wisconsin English Journal, log on to the website at <http://journals.library.wisc.edu/index.php/wej> and follow the prompts. The deadline for submissions for the spring issue is Feb. 1, 2016.

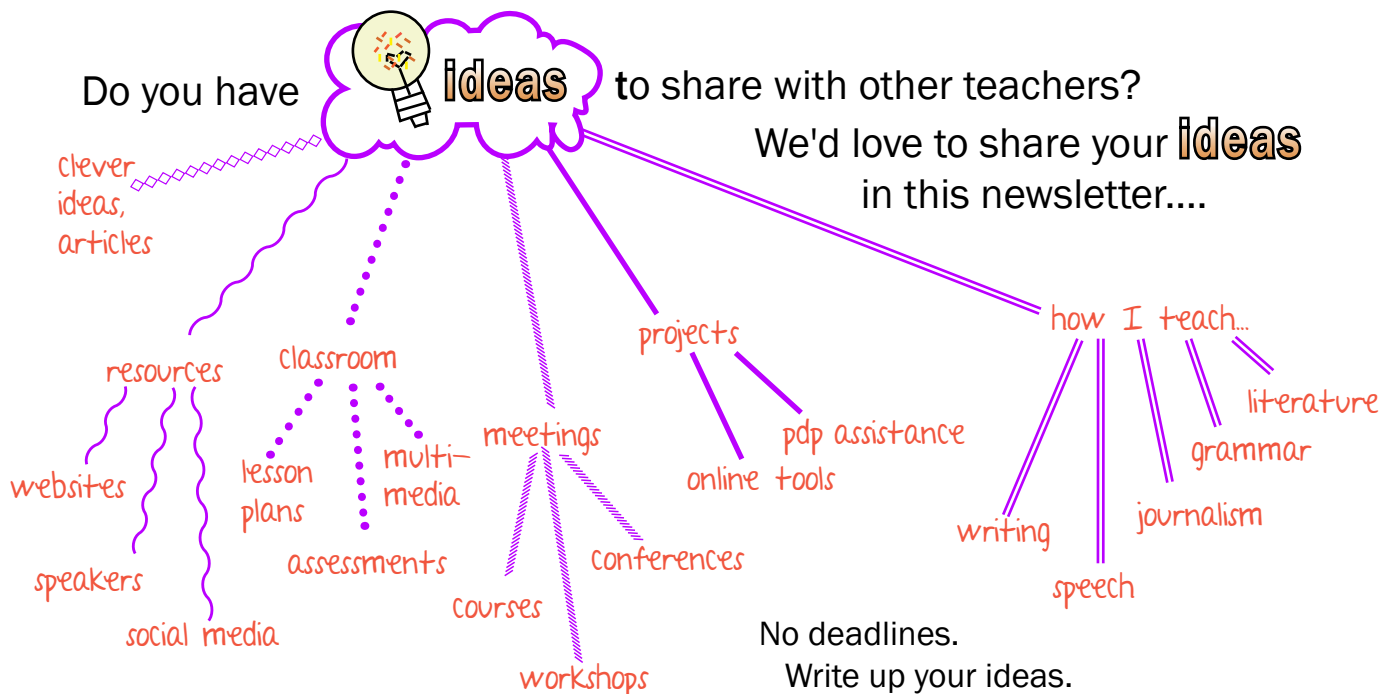
Timeline: first drafts due by Feb. 1, 2016

Guest Editor: Gregg Nelson, English and Communication Instructor, Chippewa Valley Technical College

For information about the journal, including how to submit articles, refer to the web site at <http://journals.library.wisc.edu/index.php/wej>. We're certainly looking forward to hearing from you!

PUBLICATIONS >> from Linda Barrington, UPDATE editor

Call for submissions for WCTE Update



No deadlines.

Write up your ideas.

Send them to me any time.

lbarrington@wi.rr.com



Marci Glaus, DPI

What You Need to Know

People really enjoy reading about the things they *want* to know about. Just like our students, we're not as motivated to dig into those articles that tell us what we *need* to know, even when they cover information that we *should* know.

That's where we English teachers in Wisconsin are in luck. Our DPI liaison in Madison is right at the epicenter of education initiatives, education legislation and education policy. Even better, she lets us know how this affects us in our classrooms and our professional lives.

You can reach Marci at marci.glaus@dpi.wi.gov.

Literacy Updates

Many thanks to WCTE members Jacalyn Mabon and Amy Harter for participating in the vetting of the new DPI resources on writing. These writing resources are related to characteristics of effective writing instruction and 21st century expectations related to task, purpose, and audience, including the examination of different technology tools for writing. The following link will take you to the presentations, handouts, and resources you can use to facilitate this professional learning: <http://dpi.wi.gov/ela/professional-learning/writing>

There is a new/revised DPI reading website: <http://dpi.wi.gov/reading> where you can find all things reading-related, included the upcoming "Literacy (un)Conference which focuses on literacy-related School Learning Objectives."

Literacy consultants Laura Adams and Barb Novak produced the Literacy Live webinar series on "Leading A Balanced Reading Assessment System" you can find here: <http://dpi.wi.gov/reading/literacy-live>. The upcoming Literacy Live series will focus on research.

Stay tuned this fall for "Wisconsin Writes" — a project that gathers various Wisconsin writers' processes in the moment. The project will include videos, interviews, and ideas for teaching in learning about writing as a process.

State Assessment

The state budget language includes that "the Department of Public Instruction may not participate in the SMARTER Balanced Consortium, and that SMARTER Balanced Assessments shall not be used in Wisconsin schools." Currently, there is an RFP for a new assessment/s for grades 3-8. The Office of Student Assessment published the following message on their website regarding the WKCE test: "DPI is moving ahead with new assessments beginning in the 2015-16 school year. We are in the process of reviewing Proposals for an ELA & Mathematics Assessment for Grades 3-8 and Science Assessment for Grades 4, 8, & 10, and also separate Proposals for a Social Studies assessment in grades 4, 8, and 10. As a result we will no longer be requiring the administration of the fall WKCE and WAA-SwD. More details concerning these new assessments will be forthcoming as the process develops."

The ACT suite of tests for both college-bound and workforce-bound students in the 9th, 10th and 11th grades remains.

Bilingual/ESL Program

Access <http://ell.dpi.wi.gov/> for information regarding effective practices and resources for working with English Language Learners.

Teacher Education, PD, Licensing

The Teacher Education, Professional Development, and Licensing team is currently working through the statutory language regarding licensing changes regarding experience-based licensure for technical education, licensure based on reciprocity from other states, licenses based on Montessori preparation, and accreditation of teacher education programs. See updates as they work through this language on their website: <http://tepd.dpi.wi.gov/>

Special Education

The following link provides information and resources on current special education programs and initiatives: http://sped.dpi.wi.gov/sped_hmprograms

Guidance for implementing criteria for Specific Learning Disability and programming for students with specific learning disabilities can be found here: http://sped.dpi.wi.gov/sped_ld

MILWAUKEE AREA STUDENT AFFILIATE>> from Jenn Fishman

MASA Election Results, Opportunities

June election results: The new MASA officers are Nathan Beyer, Cardinal Stritch University, President; Heidi Williams, Cardinal Stritch University, Vice-President; Shannon Venegas, Mount Mary University, Secretary.

Year Two Brainstorming

In 2015-16 we plan to launch the Why Study English Initiative, an outreach program geared toward area high school students, and we also plan to build a mentorship database for area English educators at all career stages.

These are **Volunteer & Leadership Opportunities** available to students and/or faculty and alumni.

- Executive Board (students only)
- Campus MASA Organizers (students only)
- Advisory Board (college faculty/staff only)
- Why Study English Initiative (students and college faculty/staff only)
- Alumni Council (alumni of participating colleges and universities only)
- MASA Chats (all are welcome)
- Mentorship Database (all are welcome)

What else do you think MASA should be doing — and why?

To offer suggestions or get involved, contact Jenn Fishman at jennfishman.phd@gmail.com.

Next meeting:

Date: TBD, third week of September

Place: Mount Mary University (free parking in lot off 92nd Street just south of Burleigh Ave.)

Topic: Teacher resources, to help students with projects they may be working on for their degree/certification. We will also touch on LiveBinder as a way to organize those resources

More info: Contact Shannon Venegas at shannon_venegas@yahoo.com



Jenn Fishman



Shannon Venegas

Meet Justina Plemon, District 11 director

Education: BA in Broad Area English Education from UW-River Falls, 2013

Location: New Richmond High School, New Richmond

Current Assignments: English 9, English 11 Tech, Journalism

Past Assignments: Acting and Directing, English 11, Advanced English 11, Dramatic Literature, Vocational Writing, Technical Theater

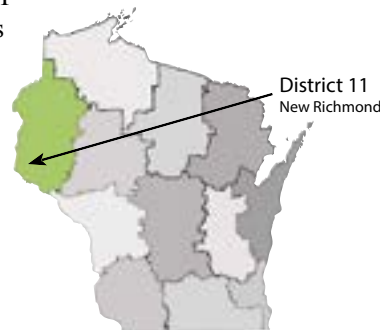
Extra-curriculars (past and present): Fall Musical Choreographer, Technical Director, Spring Play Director, Forensics Judge, Auditorium Manager, Newspaper Advisor

I am humbled and honored to serve on the WCTE board as District 11 Director. My first teaching assignment was at Baldwin-Woodville High School for two years. While I was there, I enjoyed learning a lot about the school, staff and what my job entailed. However, as the only person who taught several English and theater electives, I felt the need for more interaction with professionals throughout the state. Cue Lynn Aprill’s email for English teachers to join WCTE and run for a spot on the board. I loved the idea and have been involved in WCTE since November of 2014.

I have always known I wanted to be a teacher. I had several great teachers, even in a school of 3,600 students, that made an effort to connect with each one of us and provide information in interesting ways. With their support, I attended UW-River Falls pursuing a degree in Broad Area English Education. At the end of my college career, I student taught in the New Richmond School District. Third quarters of the school year I was at the high school and met the person who has made me the compassionate and understanding teacher I am today. Stephanie Karno has a way of touching the hearts of her students that is unparalleled to anything I’ve ever seen before.

We worked so well together, and she had so much confidence in me, that when I found out the cooperating teacher I was supposed to be with for the next quarter at New Richmond Middle School was on long-term sick leave for rheumatoid arthritis, Stephanie told anyone who mattered that I was ready to handle the classroom on my own. Legally, I had a substitute teacher in the room, but from day one to the the last day of school, I was the teacher in that classroom. Yes, it was brain wracking, but that experience gave me the confidence to apply to a plethora of schools I normally wouldn’t have due to my improved ability to succeed in unpredictable situations.

I taught at Baldwin-Woodville High School for two years and learned a lot about different educational content, how to be a better teacher and what it means to truly care for your students. A position opened in the English Department at New Richmond High School last spring, and I could not pass up the



Contact Info

Justina Plemon
 New Richmond High School
 New Richmond
jplemon@newrichmond.k12.wi.us

opportunity to work with Stephanie Karno again. Luckily, the staff there felt the same about me, and I will be starting my first year at NRHS this fall. (Side note: the students I had while I student taught are incoming ninth graders, and I feel so blessed to be able to see them grow through their high school career.) I am beyond excited and look forward to the years to come both as an educator and serving as your WCTE District 11 Director. Thank you.

Looking for a good book? Check out these titles, shared by the WCTE Board



John Pruitt
UW-Rock County,
president

Antic Hay by Aldous Huxley

Antic Hay is one of Aldous Huxley's earlier novels, and like them is primarily a novel of ideas involving conversations that disclose viewpoints rather than establish characters; its polemical theme unfolds against the backdrop of London's post-war nihilistic Bohemia. This is Huxley at his biting, brilliant best, a novel, loud with derisive laughter, which satirically scoffs at all conventional morality and at stuffy people everywhere, a novel that's always charged with excitement. ~*Goodreads*

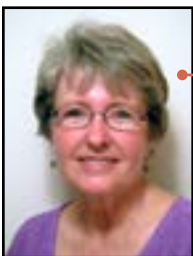


Marci Glauz
Madison, DPI Liaison

The Mockingbird Next Door by Marja Mills

To Kill a Mockingbird by Harper Lee is one of the best loved novels of the twentieth century. But for the last fifty years, the novel's celebrated author, Harper Lee, has said almost nothing on the record. Journalists have trekked to her hometown of Monroeville, Alabama, where Harper Lee, known to her friends as Nelle, has lived with her sister, Alice, for decades, trying and failing to get an interview with the author.

But in 2001, the Lee sisters opened their door to Chicago Tribune journalist Marja Mills. It was the beginning of a long conversation—and a great friendship. In 2004, with the Lees' blessing, Mills moved into the house next door to the sisters. She spent the next eighteen months there, sharing coffee at McDonalds and trips to the Laundromat with Nelle, feeding the ducks and going out for catfish supper with the sisters, and exploring all over lower Alabama with the Lees' inner circle of friends. ~*Goodreads*



Linda Barrington
Mount Mary University,
Update editor

Outlander by Diana Gabaldon

The year is 1945. Claire Randall, a former combat nurse, is just back from the war and reunited with her husband on a second honeymoon when she walks through a standing stone in one of the ancient circles that dot the British Isles. Suddenly she is a Sassenach—an "outlander"—in a Scotland torn by war and raiding border clans in the year of Our Lord...1743. Hurlled back in time by forces she cannot understand, Claire is catapulted into the intrigues of lairds and spies that may threaten her life, and shatter

her heart. For here James Fraser, a gallant young Scots warrior, shows her a love so absolute that Claire becomes a woman torn between fidelity and desire—and between two vastly different men in two irreconcilable lives. This is the first of eight books in the series. ~*Goodreads*



Justina Plemon
New Richmond HS, Dist. 11

The Light Between Oceans by M.L. Steadman

After four harrowing years on the Western Front, Tom Sherbourne returns to Australia and takes a job as the lighthouse keeper on Janus Rock, nearly half a day's journey from the coast. To this isolated island, where the supply boat comes once a season and shore leaves are granted every other year at best, Tom brings a young, bold, and loving wife, Isabel. Years later, after two miscarriages and one stillbirth, the grieving Isabel hears a baby's cries on the wind. A boat has washed up onshore carrying a dead man and a living baby.

Tom, whose records as a lighthouse keeper are meticulous and whose moral principles have withstood a horrific war, wants to report the man and infant immediately. But Isabel has taken the tiny baby to her breast. Against Tom's judgment, they claim her as their own and name her Lucy. When she is two, Tom and Isabel return to the mainland and are reminded that there are other people in the world. Their choice has devastated one of them.

M. L. Steadman's mesmerizing, beautifully written novel seduces us into accommodating Isabel's decision to keep this "gift from God." And we are swept into a story about extraordinarily compelling characters seeking to find their North Star in a world where there is no right answer, where justice for one person is another's tragic loss. The Light Between Oceans is exquisite and unforgettable, a deeply moving novel. ~*Goodreads*



Denise Meyer
Western Technical College,
First Vice-President

Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine, and the Miracle That Set Them Free by Héctor Tobar

When the San José mine collapsed outside of Copiapó, Chile, in August 2010, it trapped 33 miners beneath thousands of feet of rock for a record-breaking 69 days. Across the globe, we sat riveted to television and computer screens as journalists flocked to the Atacama desert. While we saw what transpired above ground during the grueling and protracted rescue, the story of the miners experiences below the earth's surface and the lives that led them there hasn't been heard until now. In this master work of a Pulitzer Prize-winning journalist, Héctor Tobar gains exclusive access to the miners and their stories. The result is a miraculous and emotionally textured account of the 33 men who came to think of the San José mine as a kind of coffin, as a cave inflicting constant and thundering aural torment, and as a church where they sought redemption through prayer while the world watched from above. It offers an understanding of the families and personal histories that brought "los 33" to the mine, and the mystical and spiritual elements that surrounded working in such a dangerous place.

~*Goodreads*

Look for more good book recommendations in the next WCTE Update in December

Wisconsin English Teachers' Calendar of Events and Deadlines

September

- Sept. 25** Deadline for reserving reduced priced guest rooms for the WCTE convention at the Fairfield Inn & Suites by Marriott in downtown Milwaukee: 414-224-8400
- Sept. 15** Deadline for NCTE's Doublespeak Award, an ironic tribute to public speakers who have perpetuated language that is grossly deceptive, evasive, euphemistic, confusing, or self-centered. More information: <http://www.ncte.org/volunteer/groups/publiclangcom/doublespeakaward>
- Sept. 15** Deadline for NCTE's George Orwell Award, which recognizes writers who have made outstanding contributions to the critical analysis of public discourse. More information: <http://www.ncte.org/volunteer/groups/publiclangcom/orwellaward>
- Sept. 27-Oct. 3** Banned Books Week: Celebrating the Freedom to Read

October

- Oct. 1** **Pre-registration deadline for WCTE convention**
- Oct. 15** WCTE pre-convention workshop at UW-M School of Continuing Education Conference Center: Facilitator: Jeffrey Wilhelm
- Oct. 15** WCTE Executive Board meeting, 6 p.m.
- Oct. 16** WCTE Fall convention at the UW-M School of Continuing Education Conference Center in Milwaukee
Theme: Inquiring Minds Learn to Read, Write, and Meet the Common Core State Standards

November

- Nov. 12-15** Journalism Education Association/National Scholastic Press Association High School Journalism Convention, Orlando, FL
- Nov. 11** Last day for online or mail-in registration for NCTE/CEL conventions in Minneapolis, MN
<http://www.ncte.org/annual/registration>
- Nov. 17-22** NCTE Convention in Minneapolis, MN
- Nov. 22-24** CEL Convention in Minneapolis, MN

WCTE Update September 2015

President John Pruitt	Secretary Shelly Moore
1st Vice-President Denise Meyer	Treasurer Tom Scott
2nd Vice-President Marianne Potter	Update Editor Linda Barrington

Stealing ideas to start the year “write”

I like to think of myself as the Robin Hood of ELA: I steal ideas from my rich-in-knowledge-and-experience colleagues, and give to my poor students. I admit, sometimes I take those ideas and give them my own signature style or flourish before delivery, but sometimes I just steal them wholesale. I mean, why mess with a good idea, right? With that in mind, I'd like to present to you, five non-original but totally rich activities to start your year off “write”. (Ha! Get it?)

1 The student-interest survey.

I've been fortunate to teach freshmen for the majority of my teaching career. These students are starting brand-new both to me and to the school, and what better way to know who they are than to have them answer some questions about themselves? My survey has about 20 questions on it, ranging from the basics (family, hobbies, etc.) to the content-specific (reading & writing strengths/weaknesses) to the purely for fun (“If you could spend an hour with any person, living or dead, who would it be and why? What would you do or talk about?”). Often, you can follow this up with the standard, “Chose one question and expand it into a paragraph.” While nothing fancy here, it gives an idea of who you'll be working with throughout the year.

2 Index cards.

I stole this one from Dave Stuart, Jr.'s blog (www.davestuartjr.com). On one side of the index card, the student writes his/her name nice and big. On the other side, the student answers two questions: What kind of person do you want to be? What kind of impact do you want to have? As he explains, these questions will do a lot more to tell you about a student than an open-ended question and will begin to lead them toward developing character. (Seriously, I really enjoy reading his blog. Check it out if you haven't already.)

3 Acrostic name poem.

I mentioned earlier that I teach freshmen, but I feel this activity can be used for any age group. Students write their name down the side of the page. Each line of their poem starts with the letter of their name. To add a level of complexity, I require different things in each line, such as starting with participles, including at least five words per line, etc.

4 Creating your homepage for your website/ e-portfolio.

We are a Google school, and students should (theoretically) have their accounts set up before that first day of class. This year's freshmen will be the first to complete an e-portfolio as part of their graduation requirement. I'll be partnering with the guidance counselor on parts of the portfolio, so why not start by having them create their homepage, with their introduction to themselves? As long as the technology is working....

5 Letter to yourself as a senior.

In my small school, we keep writing portfolios for our students, physical folders where we store their most important writing pieces. Each year, we add major projects from our ELA classrooms to these folders, which students receive before they graduate. In this introductory letter, students reflect on who they are right now, and make plans for who they will be when they read this letter again before their graduation. My seniors loved reading these letters last May and reflecting on how far they've come.



Kara Nelson-Sommerfeldt is a District 4 director for WCTE. She teaches at Arcadia High School in Arcadia. Contact her at sommerfeldtk@arcadia.k12.wi.us