

Conventions, conferences provide intellectual stimulation, resources, rejuvenation for English teachers

Conventions and conferences have long been a staple of teachers' professional development. English teachers have extraordinary opportunities for both at national conventions and at state conferences.

WCTE offered its yearly conference in Eau Claire this past October. You can read about the highlights in stories on pages 2-4.

NCTE hosted its yearly convention in Orlando the weekend before Thanksgiving. Hundreds of sessions on any topic imaginable kept more than 4,000 English teachers engaged and brimming with ideas.

The exhibit hall alone is worth several hours of perusal with far more than just book displays. You have to see it to believe it.

With tightened budgets, most school districts won't pay your way to a national convention. Here's the good news: Nov. 17-20, 2011, the [NCTE convention](#) will be in Chicago, a quick train- or car-ride away. Even if you have to wait until after school on Friday to leave, you can still get plenty out of the Saturday and Sunday offerings.

Additionally, WCTE is not holding its fall conference to allow you to put all your resources into attending NCTE's 100th anniversary convention.

Here are other options for convention-goers: the post-convention workshops on Monday and Tuesday, Nov. 21-22, 2011.

Each workshop runs a full day on specialty topics with small-group attendance. The [ALAN](#) workshop



WCTE president Lynn Aprill (right) poses with the U.S. Teacher of the Year, Sarah Brown Wessling, at the NCTE Affiliate Breakfast in Orlando, Fla. Aprill accepted NCTE Website Award on behalf of WCTE webmaster John Zbikowski, WCTE's [Website](#) placed with an Honorable Mention.

(YA lit) runs for both days.

The [Conference on English Leadership](#) (CEL) starts with the Sunday luncheon and runs through Tuesday. It is geared for department chairs, team leaders, principals, curriculum coordinators and any teacher interested in English leadership. This conference includes breakfast and lunch (with guest speakers) and evening social events.

The [Conference on English Education](#) (CEE) has a one-day workshop on Monday.

The NCTE [Assembly on Research](#) is holding its midwinter conference in Madison, Feb. 18-20. [See page 8 more more information.]

| |
|--------------------------------|
| CONVENTION COSTS |
| (member prices) |
| NCTE \$210 (early bird) |
| One-day workshop \$100 |
| CEL \$150 |
| ALAN \$175 |
| CEE \$125 |

WRAP-UP

2010 Conference highlights

From the pre-conference workshop on 21st Century Literacies to the keynote and luncheon speakers to session breakouts, participants enjoyed a range of presentations.

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WCTE PROFILE

Meet a Board Member

Tom Pamperin teaches at Chippewa Falls High School and is District 10 director.

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THEN AND NOW

Teaching Has Changed

Join Wisconsin English teachers who are writing their stories of how their teaching has changed over the years.

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WCTE ELECTIONS

Meet your board members

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NCTE, WCTE award listing

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LITERACY RESEARCH

Conference in Madison

Feb. 18-20, 2011. Be there.

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BIT / ELA

DPI explores equivalency

High school students may be able to get English credit for some business courses.

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FOR CLASS

ReadWriteThink.org

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CONFERENCE WRAP-UP >> Linda Barrington, Mount Mary College

“Major changes in technology are accompanied by major changes in civilization. Technology moves us forward.” – Hilve Firek

Firek's challenge: Embrace, integrate technologies to reach students

Conjure up in your mind a kid playing a video game. See the concentration? See the involvement? See the emotion? See the facial expression?

WCTE's convention keynoter Hilve Firek did more than just ask the audience to imagine this. She showed a New York Times video that demonstrated how focused video game players can become. (Click [here](#) to watch Immersion video.)

“Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information,” journalist Matt Richtel said in his June 6, 2010 [article](#) published in the New York Times.

Firek emphasized that this is the reality we face in our classrooms. We need to change the way we teach.

“We're not dumbing down the curriculum,” she said, “but the curriculum needs to radically change to meet our reality.”

One way is to use smart phones in class. Students could take a

survey on the phone and send the results to the classroom computer which would instantly show up on the Smart Board. Or students could use the phones as their calculators. They could also text their answers to the teacher, especially if reluctant to participate by discussion.

Firek also suggested we could use technology to hook kids on books. She showed [The Amanda Project](#) as an example of the participatory culture students have become accustomed to. In fact, teachers could use The Amanda Project website as a template for creating their own Web site for a book they are teaching.

Students are accustomed to posting comments on blogs or news sites. Firek cautioned against the potential concerns with this.

- A very vocal minority view can sound like a majority viewpoint when, in fact, it isn't.

- People can be cruel, especially when they are posting anonymously.

- Not knowing who the writers are means all comments can seem to have equal value.

- With the ability to quickly



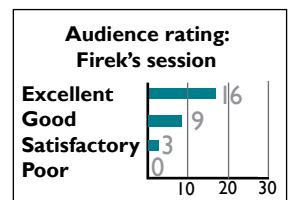
photo by Linda Barrington

Hilve Firek, assistant professor at Virginia Wesleyan College, used videos, slides and Websites to demonstrate the effects of technology on the brain and ways to use technology effectively in the English classroom.

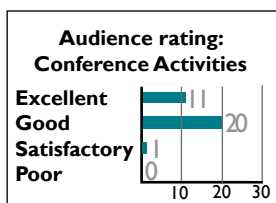
comment, students have no downtime in which to process the information before replying.

Firek used samples of video projects of advertising commercials as posted on YouTube. An Old Spice ad and a Sesame Street ad were two examples of 30-second commercials that students could develop to persuasively market their selected product.

The bottom line, she said, is if we stay entrenched in the written word, we do our students a disservice. It's time to try “Twitterature” with our literature.



CONFERENCE COMMENTS



These comments are from the evaluation forms.

- Shorter afternoon sessions to add one more so that there are five instead of four sessions.
- I love this convention every time.

- I was glad to have handouts from three of the breakout sessions.
- End at 3 rather than 3:30 for people who need to travel a lot.
- Have a convention in Wausau or Stevens Point.
- I really like the technology-based workshops.
- Eau Claire was beautiful.
- Consider going to Madison.
- Pretty good! I always love coming.
- Would have liked more time to browse the exhibits.

- So many tech issues, especially at the keynote.

Are you looking for a session idea to propose for next year's convention? Here are some topics that people said they want to hear more about.

- Hands-on ideas for reading across the curriculum
- More middle school sessions
- Anything with hands-on activities
- More work with Common Core Standards

- More technology integration sessions
- More focus on 21st century skills in our sessions
- Implementation of technology in English classes
- Grammar: who does what, when, and why. Cool new ideas?
- Going beyond the CCS: the humanity of English, bridging college and career prep with the aesthetic and moral dimensions of the subject that are difficult to measure

Pre-convention workshop on 21st Century Literacies

NCTE Past President, Kylene Beers and author Bob Probst made our WCTE Pre-Conference Workshop their first stop on a tour for their forthcoming Book by Book.

Kylene explained school through the eyes of a struggling learner using a reading assignment with questions activity. Participants completed their assignments at different rates all the while not knowing they had different questions.

Kylene encouraged those with harder questions who took longer to finish to describe their feelings. This analogy of what it's like for struggling learners helped us to imagine spending 6-7 hours for 186 days per year doing something we do poorly.

Together she and Bob have been looking for strategies to engage these learners. Kylene shared that, after finances, the No. 1 reason why students drop out of college is their inability to read their textbooks. She told a moving story of witnessing a reading teacher's lesson that made a good case for teaching students to ask their own questions about their assigned readings.



photo by Linda Barrington

Mary Durand of Grendale High School listens to Kylene talk about students' reactions to a particular piece of literature.



photo by Marti Matyska

Kylene Beers takes notes as she confers with her co-presenter Bob Probst before they move into the next part of their session.

Bob asked us to read a short article on Columbus and compose a Top Ten list of our most important ideas from the reading. We collaborated with our tablemates putting our lists into Wordles to find the most prominent ideas. Bob debriefed us following this activity then concluded by explaining his labels for his identified reading strategies.

Kylene's next story concerned the recent suicide of a beloved language arts teacher whose name was printed in the paper for his class's low performance on a standardized test.

She shared her insights on the Common Core Standards before moving onto a YouTube video of Daniel Pink's "Education and the

Changing World." After a Stop-and-Jot reflection of the video, she shared Principal Ted Tyson's Georgia Middle School's Video competition. Their 2-3 minute educational videos such as "The Dark Side of Chocolate" demonstrate the power of technology and project-based learning.

Finally, Bob shared a poem and then asked us to not talk but rather to reflect on it in writing on a copy of the poem affixed to a poster at each table. Later he encouraged us to do a walk-about, still without talking, to see what other tables had written.

Wisconsin is grateful to Kylene and Bob for sharing their work with us and leaving us with plenty of ideas to take back to our classrooms.



photos by Linda Barrington

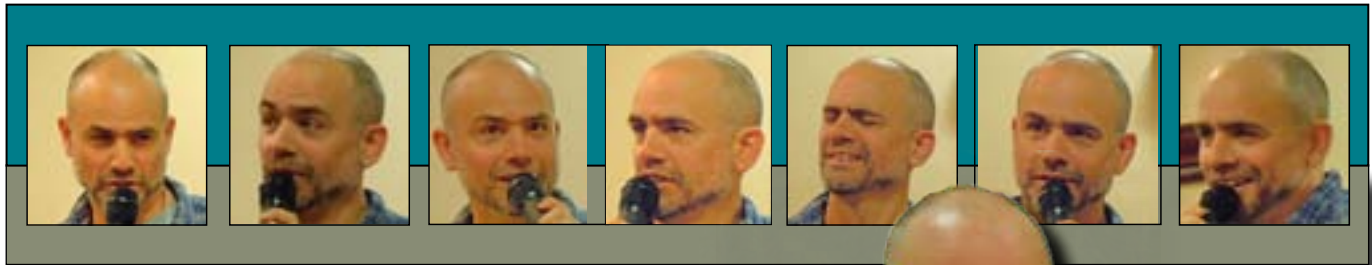
Kylene Beers confers with Stacy Matters on her work. Bob Probst (background) monitors other teachers.



Clint Weishaar of Grendale Middle School listened to the reactions of another teacher at his table during the afternoon session.



Bob Probst talks about students' reactions to text when they are engaged.



Author Michael Perry charms luncheon audience with stories of family, growing up, writing, everyday life



Michael Perry is a story teller.

Whether he talked about his writing, his career as a nurse, or his adventures in publication, the English teachers who were his audience at the WCTE luncheon, Oct. 22, were eating out of the palm of his hand.

Perry’s first remarks focused on his book, “Population 485: Meeting Your Neighbors One Siren at a Time.” Some fans stop him and say how much they liked “Population 451”...thinking of “Fahrenheit 451.” Perry said he knew that English teachers would never make such a mistake. And we wouldn’t.

Janelle Nickerson, who teaches in the Howard-Suamico School District, said that she’s been reading “Population 485” her AP Language students, five minutes a day.

“They are slowly getting him,” she said. “He is such an accessible and astute author. I love his writing.”

“Population 485” is filled with stories about the people of his town he met as a volunteer fire fighter and EMT, some of which he shared with his audience.

“I laughed so,” Marti Matyska said. “It’s not just that he was a way with words; he has a great sense of delivery.”

Indeed, delivery enhanced his stories, like the one where he suddenly decided in the midst of his career as a defensive end at New Auburn High School that he wanted to become a nurse.

He explained how he worried about telling his father, that he might not approve. When he finally told him, his dad thought a bit and told him, “Well, our mother’s a nurse. It’s an honorable profession. Let me know when they plan to pin the cap on you...” Perry did get his nursing degree (while working on a ranch as a cowboy), but he never gave up writing.

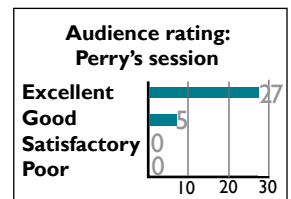
Perry talked about how the nature of the writing business has changed, but that he sees himself “not fearing change, but navigating change,” an attitude that teachers can relate to.

He told how he’d pitched a story to an editor at an East Coast magazine about snowmobilers cutting hug holes in the

ice of a lake or pond and then racing across the ice to leap across the holes on their snowmobiles. The magazine editor said, “People do that?!” and Perry said, “Yes! They are next door right now!”

Perry didn’t tell him that the snowmobilers were well under the influence at the time, but then the editor wasn’t really all that interested in the story either.

Afterwards Perry signed copies of his books as people waited in line, some to get a snapshot of themselves with him.



SneezingCow.com

Michael Perry is a humorist and author of the best-selling memoirs “Population 485: Meeting Your Neighbors One Siren at a Time,” “Truck: A Love Story” and “Coop: A Year of Poultry, Pigs and Parenting,” as well as the essay collection “Off Main Street.”

Perry has written for Esquire, The New York Times Magazine, Outside, Backpacker, Orion and Salon.com, and is a contributing editor to Men’s Health.

He has performed and produced two live audience humor recordings (I Got It From the Cows and Never Stand Behind a Sneezing Cow) and he performs regularly with his band, the Long Beds.

Perry lives in rural Wisconsin, where he remains active with the local volunteer rescue service. He can be found online at www.sneezingcow.com.

Raised on a small dairy farm, Perry equates his writing career to cleaning calf pens – just keep shoveling, and eventually you’ve got a pile so big, someone will notice.

photos by Linda Barrington

WCTE BOARD MEMBER PROFILE

Meet Tom Pamperin, District 10 director

Tom Pamperin has been a WCTE member and district director since 2007, and has been teaching at Chippewa Falls High School for eight years. He sometimes has trouble deciding if he's a teacher who writes, or a writer who teaches. He has written for English Journal, the Washington Post, WoodenBoat Magazine, and other publications, and teaches mostly juniors and seniors. At home, his wife and cat conspire against him mercilessly — it's a wonder he gets anything done.

Tom has been fortunate to have many opportunities to collaborate with his department colleagues to write and revise curriculum materials for a wide variety of courses: American Literature, Science Fiction & Fantasy Literature, Writing Workshop, and Intermediate Composition. Making use of his undergraduate degree in music, Tom also teaches an occasional extracurricular course in jazz improvisation.

Because of his experience in curriculum planning, Tom believes strongly that classroom teachers need to be involved in educational policy development. "Taken together, our department has well over 100 years of teaching experience," he says. "Watching my colleagues do the hard thinking and planning necessary for good instruction, I'm astounded that anyone would try to develop or implement education policies without giving classroom teachers a voice in the process. We are the ones who understand, at a very practical level, what changes are needed, and why."

That's why Tom has taken on the position as Chair of the WCTE Professional Issues Committee, which is working to help classroom teachers develop sample lessons and curriculum materials for the Common Core Standards.

"There are some gaps in the new standards," Tom says. "Overall, they're good, but they don't address many of the big picture issues about why we teach English. Empathy. Social justice. Equality. Teaching these issues means tackling subjects that will make parents and administrators uncomfortable — society's treatment of gays and lesbians, for example. Or our awareness of the burdens our lifestyle in the United States places on the rest of the world. It will be much easier to defend our decision to teach these issues if sample lessons and units are in place, readily available to classroom teachers and administrators."

"As an English teacher, I work to inspire an awareness of and appreciation of the skilled use of language, along with the ability to follow the complex and insightful discussions such language allows," Tom said. "Empathy is a natural result. That's what the world needs."



THEN AND NOW >> from NCTE

How has YOUR teaching changed?

NCTE is interested in your history, how your teaching has changed — how you have altered, adjusted, or shifted your habits and expectations — since the time you began teaching. Whether you are a 30-year classroom veteran or a new teacher, you have a story, and we'd like to hear it.

And we at WCTE want to hear your story also! Send us 150 words about the change in your teaching **Then and Now**.



Please include:

- your name
- your school name and location
- the number of years you have been teaching.

Send your submission to WCTE via lbarring@wi.rr.com. We will print your story in the WCTE Update AND we'll send it on to NCTE to be included in their list of stories.

These teachers wrote up their stories at the WCTE Conference in October. In a break-out session led by Jess Gallo and Jim Carlson of UW-Madison, participants used samples of already posted stories as catalysts to create their own.



Michelle Sixel
Shiocton High School



Sherry Wulff, retired educator,
Alverno College



photos by Linda Barrington
Barbara Dixon
UW-Stevens Point

CESA Districts: Meet your WCTE District Directors

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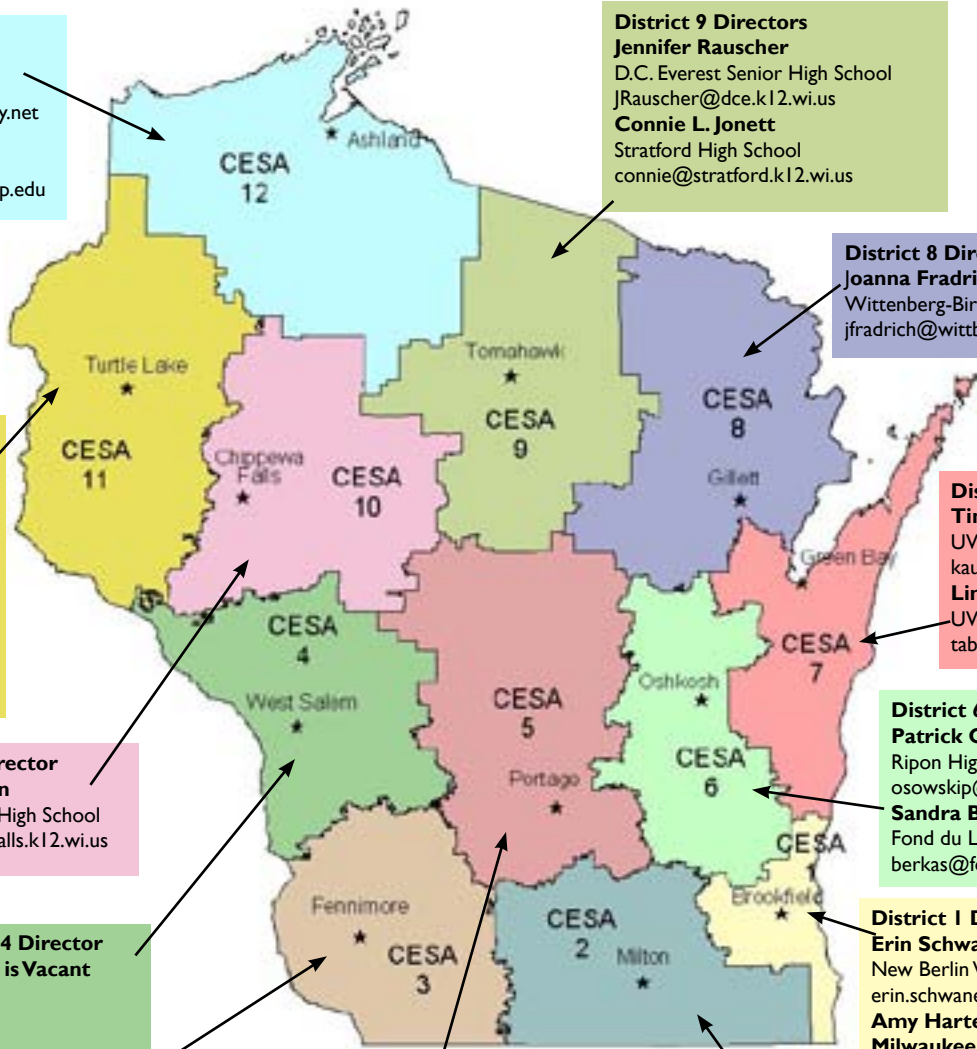
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District 4 Director
 Position is Vacant

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WCTE Board >> Emily Ihrke, Election chair

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 Schools Education Alliance of the Bay Area, Green Bay

PEOPLE

WCTE Awards presented at Fall Conference in Eau Claire

Wisconsin English Teacher of Excellence



Katherine Nelson

~ Kathy was nominated for her dedication to students and their individual needs as well as her leadership among faculty. She teaches at Arrowhead High School in Hartford.

Outstanding First Year Teacher



Megan Sampson

~ Megan's first year teaching was at Bradley Tech in Milwaukee. She now teaches at Wauwatosa East High School.

Outstanding Student Teacher



Amy Becht

~ Amy student taught in Eau Claire at South Middle School, and then went to teach in a rural school in South Africa last spring. Amy is continuing her studies at UW-Eau Claire.

Outstanding Student Teacher



Elisabeth Thompson

~ Lis did her student teaching at Metcalfe School and Rufus King IB High School in Milwaukee. Lis is tutoring this semester while working on her Master's.

Robert C. Pooley Research Award



Donna Pasternak
UW-Milwaukee

Robert C. Pooley Research Award



Karen Kelley Rigoni
UW-Milwaukee

~ Donna and Karen are doing a joint project examining the growth of preservice teachers' understanding of and competency in reflective writing.

Burress Intellectual Freedom Award



Margaret Hankenson
UW-Waukesha

~ Margaret founded the UW-Waukesha Campus Common Read and hosted debate watch forums during election years. The Lee Burress Award recognizes educators who have been advocates for expression free from censorship and for humane communication. Such activities reflect the principle that a democracy is dependent upon free and open access to ideas.

NCTE Achievement Awards for Superior Writing

Deerfield High School: Meghan Chua

Edgewood High School, Madison:
Claire McLaughlin

Homestead High School, Mequon:
Michael Kress

James Madison Memorial High School,
Madison: Jessica Chen and Kyra Stone

Marshfield High School: Seth Berger

University School of Milwaukee:
Victoria Edmonds

West High School, Madison:
Nicholas Cupery and Bailey Roberts

NCTE Promising Young Writers Program

Brookfield Academy: Natalie Phillips

Central Middle School, Waukesha:
Monica Tabet

Karcher Middle School, Burlington:
Annie Zinnen

Madison Middle School, Madison:
Chloe Allyn, Sophia Angst and
Monica Mulhall

Whitman Middle School, Wauwatosa:
Abby Beck

NCTE Affiliate Website Honorable Mention



John Zbikowski
UW-Whitewater
WCTE webmaster

PUBLICATIONS

Wisconsin English Journal welcomes submissions of articles

Editor

Mary Louise Gomez,
UW-Madison

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Catherine F. Compton-Lilly, UW-Madison
Dawnene Hassett,
UW-Madison

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Timothy U. Kaufman,
UW-Green Bay
Linda Tabers-Kwak, UW-Green Bay

The fall 2010 issue of the Wisconsin English Journal will be published online in October.

Look for a variety of texts each issue, including

- Reports of language and literacy research
- Critical reflections on teaching
- Descriptions of effective teaching methods and instructional tools
- Profiles of outstanding English teachers
- Book reviews
- Policy statements
- Conference proceedings
- Columns related to literacy, diversity, technology, and scholarship

To submit articles to the WEJ, log on to the [website](#) and follow the prompts. The deadline for submissions for the spring issue is Feb. 15, 2011.

We are interested in submissions for a column called Tech Tools for Teachers.

If you would like to submit a book review, the theme this year is New Literacies.

Call for Idea Submissions: The New Adventures of Old Literature

Future issues of this column will contain your own teaching ideas. To submit an idea, e-mail Dawnene Hassett at ddhassett@wisc.edu. Submit a paragraph or an outline about how you teach a classic piece of literature in ways that resonate with today's students. Include your phone number and email at the bottom of your submission, and Dawnene will be in touch with you as you work together to publish your units or lessons.

Reviews of recently published books are regularly included in the Wisconsin English Journal. If you are interested in reviewing a book, please contact Jen Scott Curwood at jscott3@wisc.edu or Jess Gallo at jrgallo@wisc.edu.

Peer Review Process

Each article submitted to the Wisconsin English Journal will receive a minimum of two peer reviewers, and ultimate decisions about publication reside with the journal editors. All articles must be original work, not previously published, and submitted via the website.

RESEARCH CONFERENCE NCTE Assembly for Research to be in Madison in February

NCTEAR is the research assembly for NCTE. In 2011, we will be hosting the national research assembly in Madison.

The 2011 conference theme will focus on crossing borders with an emphasis on emerging conceptualizations of how time and space affect and inform literacy education and research. Attention to time and space has emerged out of recent investigations that have recognized the ways time and space operate as contextual factors that affect the lives of students, educators, family members and researchers.

These insights have contributed to questions related to history, identity, longitudinal methodologies, in-school and out-of-school literacies, and local/global literacies, as well as a range of other issues. The conference theme aims to address current practical, theoretical, methodological issues related to time and space in literacy research. This national conference will feature the work of keynote speakers who will speak to the affordances and challenges of various conceptions of time and space.

Special rates for teachers and teams of teachers are available as well as sessions that address the implications of this work for classrooms and schools.

Questions right now? contact [Catherine Compton-Lilly](#), 456B Teacher Education Building, 225 N. Mills Street, Madison, WI 53706.



**Time and Space in Literacy Research:
Revisiting Context**

Midwinter Conference, February 18 - 20, 2011
Madison, WI

Confirmed Speakers:

Kate Pahl, University of Sheffield
Glynda Hull, New York University
Kevin Leander, Vanderbilt University
Juan Guerra, University of Washington
Norma González, University of Arizona
Gloria Ladson-Billings, University of WI
Mollie Blackburn, Ohio State University
Johnny Saldaña, Arizona State University
Barbara Comber, University of S. Australia
sj Miller, Indiana University of Pennsylvania

The conference will focus on crossing borders with an emphasis on emerging conceptualizations of how time and space affect and inform literacy education and research. This research has contributed to questions related to history, identity, longitudinal methodologies, in-school and out-of-school literacies, and local/global literacies, as well as a range of other issues.

Special Events for Teachers and Graduate Students:

- Special rates for teachers, teams of teachers, and teams of graduate students
- Sessions that address the implications of this work for classrooms and schools
- Opportunities for teachers and graduate students to engage in extended dialogue.

To register, go to: <http://nctear.org>

QUESTIONS? Email: NCTEARqueries@gmail.com

University of Wisconsin Madison, Madison, WI
Co-sponsored by University of Wisconsin, Madison
Co-Chairs: Catherine Compton-Lilly, Mariana Pacheco, & Erica Halverson

BIT/ELA >> from Emilie Amundsen, DPI English Language Arts consultant

DPI looks at equivalency English credits for approved business courses in high school

In January of 2010, State Superintendent Tony Evers announced that the Department of Public Instruction (DPI) will begin to examine ways to add flexibility to educator licensure in Wisconsin. Citing the inquiry and project-based foci of many innovative new programs emerging in schools and districts, and the challenges rural schools may face in offering more specialized coursework, Evers remarked, “Our goal in examining state licensing regulations is to increase the talent in our classrooms, meet the demand for innovative programs and hard-to-staff subjects, and encourage mid-career professionals to share their real-world experiences as teachers in Wisconsin schools.”

This conversation about flexibility in licensure has recently involved an examination of Business and Information Technology (BIT) course work with an eye toward the skills and processes that are consistent with the English language arts (ELA). Many business writing, business communications, publications courses like yearbook and journalism, and certain business skills courses heavily emphasize many of the reading, writing, speaking and listening, and language standards found in the Common Core Standards for English Language Arts (Wisconsin’s new ELA standards as of June of 2010). However, when any of these courses are taught outside of the ELA department by educators who are not ELA licensed, students cannot receive ELA credit for such coursework despite the fact that these courses emphasize many ELA standards.

In certain areas of the state, these types of courses are able to be co-taught by ELA and business licensed educators, allowing for dual credit to be awarded, but these arrangements have proven more difficult to maintain in challenging budget times. What is evident to educators throughout the state is that there are certain high school students who may not be engaged by more traditional literature courses, but may excel in business style courses that emphasize real-world skill application. If this kind of student is lucky to be in a district with funding for a co-taught course, this student could receive ELA credit toward high school graduation requirements. If not, this student must take this coursework in addition to other ELA coursework that may not be as authentically engaging.

In looking to other blended classes such as Project Lead the Way, a pre-engineering course that teaches science with more applied career and technical skills, and agriculture courses that heavily emphasize science, an equivalency process has been developed. This process engages Wisconsin educators in both proposed content areas to assist in an examination

of the rigor and consistency of the standards and coursework in question to determine whether a course could be eligible for credit in a core area (science, ELA, mathematics, social studies) even if it is taught by an educator in the other area (agriculture, engineering, business, etc.).

This process was piloted when agriculture courses taught in Wisconsin were evaluated for their science applicability. A crosswalk of both sets of standards was completed by DPI staff, and a group of science and agriculture educators came together to approve the crosswalk, and to examine actual agriculture course syllabi using the crosswalk. The educators determined that the sample syllabi contained enough science content to allow for science credit and a state-level approval process was set in place to continue to approve syllabi from districts who will seek this equivalency status in the future.

Using the process outlined above, an advisory group of high school and college ELA and business educators from around the state came together on Nov. 29 to examine a crosswalk between the ELA and business standards, and to look at sample business course syllabi. After a rigorous day of discussion, the group presented a series of recommendations to DPI on the level of rigor that must be present in certain business courses to award ELA credit.

The next step will be to present these recommendations to State Superintendent Evers for his consideration. If DPI accepts the recommendations of the advisory group, a process will be developed for schools and districts to submit certain business syllabi for ELA credit equivalency consideration. Using this process, DPI would review each submitted course against the crosswalk and recommendations for rigor provided by the advisory group and grant approval for credit equivalency, or provide feedback on how to increase the ELA rigor of a course so that it may be deemed equivalent.

This equivalency process between ELA and business courses will help us to put the needs of students first, ensuring that every Wisconsin student has access to college and career ready, 21st century learning. Thank you to WCTE President Lynn Aprill and WCTE Update Editor Linda Barrington for participating as members of the advisory group, and for helping to ensure that WCTE is represented in this important and forward-looking process.



Emilie Amundsen



Maps and Graphic Organizers

For those who find Mind Maps and Graphic Organizers helpful for working with students, Read,WriteThink.org has collected great printable sheets, from assessments to organizers – all of them classroom-tested and easy to use. <http://www.readwritethink.org/classroom-resources/printouts/>

Interviewing

Interviewing family members or friends can be a valuable way for adolescents to learn about themselves and their families. “Helping a Teen Plan and Conduct an Interview” can be an important resource. It includes a video of a sample interview that can be share with students. <http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/helping-teen-plan-conduct-30113.htm>.

Narrative Writing

In “Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative,” students imagine spending a day in someone else’s shoes. After reviewing the characteristics of narrative writing, students write from another person’s point of view. <http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html>.

Writing and Publishing

“A Significant Influence: Describing an Important Teacher in Your Life” invites students to write tributes to teachers who have made a profound difference in their lives, and then publish their work in a class collection. <http://www.readwritethink.org/classroom-resources/lesson-plans/significant-influence-describing-important-824.html>.

Movies and the Books They Were Based On

“Cover to Cover: Comparing Books to Movies” invites student to compare and analyze novels and the movies adapted from them. They design new DVD covers and a related insert for the movies, reflecting their response to the movie version. <http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html>.

Autobiographical Presentations

“It’s My Life: Multimodal Autobiography Project” asks students to express themselves verbally, visually and musically by creating multimodal autobiographies, exchanging ideas with other students, and sharing important events in their lives through PowerPoint presentations. <http://www.readwritethink.org/classroom-resources/lesson-plans/life-multimodal-autobiography-project-1051.html>.

Independent Reading Analysis

“Developing Reading Plans to Support Independent Reading” asks students to brainstorm texts they have read recently and use a Graphic Map to rate and make notes about them. Students look for patterns among the maps, connecting the texts that they enjoyed the most and those they least enjoyed. Students then use the maps, booklists, book reviews and other resources to create a reading plan for the future. <http://www.readwritethink.org/classroom-resources/lesson-plans/developing-reading-plans-support-836.html>.

FYI >> NCTE

2011 NCTE Achievement Awards in Writing

Submission information and entry forms are now available for NCTE’s Achievement Awards in Writing program for current 11th-grade students. You may download the information from the Web at www.ncte.org/awards/student/aa.

Achivement Awards in Writing is a school-based writing program established in 1957 to encourage high school students in their writing and to recognize publicly some of the best student writers in the nation. The NCTE will give achievement awards in writing to nominated students who are cited as excellent writers by judges.

The entry deadline for this year’s awards is Feb. 15, 2100.

WCTE Update

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