



## INSIDE

- Registration, sessions
- Apply before Sept. 13
- LGBTQ group wins
- New member benefit
- 3 outstanding teachers
- News you need
- Meet Jack Van Treese
- Banned Books Week
- WEJ call for submissions
- Update wins NCTE award
- NCWIT award available
- Great World Texts

## WCTE2013

WISCONSIN COUNCIL OF TEACHERS OF ENGLISH

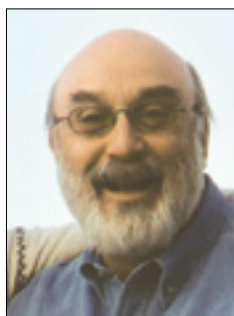
### Growing Voices: A Teacher's Challenge A Student's Goal An Author's Mission

October 10-11 convention  
Crowne Plaza Hotel, Madison, Wisconsin

### Convention features Tom Romano, Thursday workshop, more than 30 lively breakout sessions



Convention chair  
Lynn Frick invites  
you to Madison to  
attend the WCTE  
convention. [Click  
to view the video.](#)



Tom Romano

The convention kicks off on Thursday, Oct. 10 with an afternoon pre-convention workshop – *Fearless Writing: Multigenre to Motivate and Inspire* – featuring Tom Romano, author and professor at Miami University in Ohio, teaching writing and language arts methods in the department of teacher education. On Friday, Oct. 11, an exciting day of teacher-led sectionals will be sure to invigorate your teaching and enliven your classroom. The titles and presenters are all listed on page 2.

We hope you'll join us. Registration is available now at [www.wcteonline.org](http://www.wcteonline.org), or see the registration form on pages 3-4. See you in October!



## Scheduled breakout sessions

### A. Sessions 10:10-11:00 a.m.

Text Complexity & Young Adult Literature: Moving Beyond Text Exemplars... Marci Glaus – UW-Madison  
Inviting Young Writers to Join the Literacy Club through Scaffold Writing Instruction... Dawn Szczepkowski – Edgerton Elementary School/Whitnall School District  
Multigenre Research Projects... Gretchen McClain – DeForest High School  
Disciplinary Writing: Meeting Expectations of the Common Core Using 6-Traits... Kristine Lize – Menomonee Falls High School  
Moving Students and Others: Pitching a Fresh Take on the Rhetorical Triangle... Carney Lentz – Mauston High School  
Great World Texts in Wisconsin... Heather DuBois Bourenane – Center for the Humanities, UW-Madison  
The New Wikipedia: Perils, Profits, and Pedagogical Feasibility... Zachary Taylor – Watertown High School  
Rockin' GoogleDrive in the English Classroom and throughout the School... Terrell W. Bonnell – Iola-Scandinavia School District  
The Department Heads' Roundtable... Kathy Nelson – Arrowhead Union High School, Hartford

### B. Sessions 11:10 a.m. -noon

Motivate Student Writing by Exploring the Power of Language: Respecting Home Language in the Classroom... Nikki Janzen – UW-Milwaukee  
Can you see it? Infusing the Common Core Standards with Visual, Digital, and Media Literacies for K-12 Classrooms... Karla Manning – doctoral student, UW-Madison  
CSI Faulkner... Kathy Nelson – Arrowhead Union High School, Hartland  
Bard and the Beat – Approaching Shakespeare through Music... Kate Susa – G-E-T High School, La Crosse  
Teaching Effective Argumentation... Laura Barbieri – Muskego Norway School District  
Stretching Beyond the Semester: Writing Projects that Keep on Growing... Beth Godbee – Marquette University; and Jessie Bazan, Frank Will Bufe, Megan Glise, Katelyn Quigley, Brittany White – Marquette University students  
Embracing Cross-Curricular Voices with National History Day... Lynn Aprill – Bonduel High School  
Coaching Student Journalists... Linda Barrington – Mount Mary University, Milwaukee

### C. Sessions 1:30-2:20 p.m.

Engaging Students in the First Year: A Multi-faceted Approach... Laura Apfelbeck and Mona Wright – UW-Manitowoc  
Speech: to Persuade, to Convert, to Compel... Honore Schiro – Brookfield Central High School  
Teaching Literary Analysis Using Common Core Language... Laura L. Ryan & Stephanie Blue – New Berlin Eisenhower High School  
All Voices and Choices: Contemporary Multicultural Literature and Common Core State Standards... Susan M. Landt – St. Norbert College, De Pere  
Common Core Standards for English Language Arts: The Latest and Greatest... Tamara Maxwell – Department of Public Instruction, Madison  
The Evolution of a Technology Rich Hybrid Learning Environment... Jeff Misna and John Weisbrod – P.J. Jacobs Junior High School, Stevens Point  
Getting the Community Involved in Reading... Jennifer Wienke and Nancy Roncke – Waukesha North High School  
Kelly Gallagher Writing Overview... Kathy Bay – Colby School District  
Peer Coaching: Handling a Classmate's Paper with TLC... Sarah Baenen, Judy Bartell, Jody Rodewald – Oak Creek-Franklin Joint School District

### D. Sessions 2:30-3:20 p.m.

Unpacking the Common Core State Standards... Tamara Maxwell – Department of Public Instruction, Madison  
Building a Human Book Library in Your Classroom... Lindsey Loberg – Milwaukee Public Schools  
Technology Tools for Teachers: From Toondo to Twitter... Denise Meyer – Western Technical College, LaCrosse  
Students Finding Their Voices Through Poetry Out Loud... Jacqueline Martindale  
Embracing the Remix: How Can Mentor Texts Inspire Student Writing?... Rita Pello – Madison West High School  
Using Personal Narrative as a Bridge to Higher Order Writing in the Developmental Classroom... Nicole Johns – UW-River Falls  
The Research Connection... Nick Dobberstein – Hartford Union High School  
Integrating Multigenre Portfolios: How Multigenre Narratives Transform Monologue into Dialogues in the English Classroom... David Roloff – UW-Stevens Point  
It's Not Easy Being Green... Kathy Nelson – Arrowhead Union High School, Hartford

## 2013 WCTE Convention Registration Form

### Growing Voices: A Teacher's Challenge, A Student's Goal, an Author's Mission

Crowne Plaza Hotel; 4402 East Washington Ave.; Madison, Wisconsin 53704

Thursday, October 10 and Friday, October 11

**Pre-Registration Deadline: October 1, 2013**

To register online and for more information, please visit [www.wcteonline.org](http://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	\$85	\$85	\$150
Non-members	\$125	\$125	\$230
Students/Retirees	\$40	\$40	\$75

To register for the convention, complete this form and mail with a check/money order to:

WCTE 2013 Conference Registration  
Dept. of Curriculum & Instruction  
Enderis 310  
UW-Milwaukee  
PO Box 413  
Milwaukee, WI 53201

Keep a copy for your records!

Thursday workshop fees include snacks.

Friday convention fees include continental breakfast and lunch choice.

*Please check your preferred lunch choice:*

\_\_\_\_\_ **Lasagna**-Italian sausage and tomatoes layered with a variety of cheeses

\_\_\_\_\_ **Chicken a la King**-Chicken in a fresh mushroom/green pepper sauce over biscuits

\_\_\_\_\_ **Curried Vegetables & Rice Sauté**-Vegetables with curry, apples and white rice

*Includes: salad, bread, dessert, iced tea/coffee*

#### Convention Fees:

Registration: \$ \_\_\_\_\_ Membership Dues: \$ \_\_\_\_\_ Total Enclosed: \$ \_\_\_\_\_

(If time to renew, see membership form on page two)

Make Checks Payable to WCTE

## Hotel Rooms:

A limited block of rooms has been reserved at the Crowne Plaza-Madison Hotel, the conference venue, at 4402 East Washington Ave., Madison, WI 53704, for Thursday, October 11th.

To receive the reduced conference room rate you must reserve a room by **September 10, 2013**.

Guest room rates for the conference:

Single: \$70.00

To make a reservation, please call Passkey Reservations 888-233-9527. Identify yourself as WCTE 2013 State Convention Group.

## 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

## Volunteer Opportunities

Are you interested in serving the profession in one of the following capacities (check all that apply)?

\_\_\_\_ Sectional Introducer    \_\_\_\_ Registration Desk    \_\_\_\_ Membership Desk    \_\_\_\_ Convention Planning

\_\_\_\_ Centennial Planning    \_\_\_\_ Multicultural    \_\_\_\_ District Representative    \_\_\_\_ Awards & Honors

\_\_\_\_ Strategic Planning    \_\_\_\_ Publications    \_\_\_\_ Advocacy    \_\_\_\_ English Education

Volunteers will be contacted via email at a later date.





## Pooley Foundation Awards: Sept. 13 deadline

Although the rest of the 2013 WCTE Award winners have already been announced (see pages 6-7),

there is one group of awards you can still apply for.

Act quickly because the deadline is Sept. 13, less than two weeks away. Awards will be announced next month at the WCTE convention on Oct. 11. **Application information can be found at <http://www.wcteonline.org/awards-and-grants/robert-c-pooley-foundation-awards/>**

### Robert C. Pooley Research Award

SEPT. 13 DEADLINE

The amount available for this award in 2013 is \$5,000. **THIS WILL NOT BE OFFERED NEXT YEAR. APPLY NOW.** Proposals for research which will benefit the teaching of the English language arts in Wisconsin and the nation may be submitted for any amount up to this limit.

The proposal should contain:

- research objectives
- rationale for the research
- brief description of any other related research conducted by the applicant
- brief description of related research done by others
- methods to be used
- evaluation procedures to be used
- budget estimate itemized

Awards are open to teachers (individuals or groups) at any level – elementary, secondary, college. Action research proposals are encouraged. Research in progress and supported by other funds is not excluded. Researchers should acknowledge other support and indicate reason for requesting additional funds. Awarded funds must be used for purposes directly connected with the research – materials, secretarial assistance, research assistance, etc. Up to \$500 may be used as a stipend to the researcher. Awards cannot include travel to meetings or capital equipment.

The research should be completed in the academic year following the date of the award, but special extensions may be granted upon application.

Two-thirds of the award amount is payable upon acceptance, one-third upon submission of the final report.

### Jarvis E. Bush Award

SEPT. 13 DEADLINE

The award amount for 2013 is \$500. This award is specifically for successful techniques in teaching composition in the schools of Wisconsin

Applicant must submit a 1,000-3,000 word essay describing the technique(s) used to teach writing.

The essay should include a specific description of the technique(s), goals, objectives, evaluation procedures and a summary of classroom results.

### Lucile S. Pooley Award

SEPT. 13 DEADLINE

This award is given for creative teaching of English language arts in the Schools of Wisconsin.

First place award is \$500 and second place award is \$200.

Applicant must submit a 1,000-3,000 word essay describing the teaching project. It should be written in a style suitable for publication. A project is defined as a single lesson, a unit or a continuing specific approach to teaching.

## WCTE AWARD

# Lee Burress Intellectual Freedom Award to be given to LGBTQ Narratives Activist-Writers Group

The LGBTQ Narratives Activist-Writers Group will receive the 2013 Lee Burress Intellectual Freedom Award at the state convention on Oct. 11.

Granted to an educator, librarian, volunteer, administrator, group or organization, the award recognizes a particular action or a long-term interest in and dedication to intellectual freedom.

It was begun in honor of Lee Burress, a long time educator at the University of Wisconsin-Stevens Point, who exemplified this philosophy in his life and in his teaching.

This is why WCTE's Intellectual Freedom committee selected the LGBTQ Narratives Activist-Writers Group and its performance project, "Conceal & Carry: Queers Exposed," as this year's winner.

"Lesbian, gay, bisexual, transgender and queer content is frequently subject to censorship efforts," said John Truitt, chair of WCTE's Intellectual Freedom committee. This trend is highly visible in schools, public libraries and community theaters, where texts featuring LGBTQ characters or discussion of sexual issues relevant to the LGBTQ community are attacked on the grounds that they promote, endorse and encourage unorthodox ways of living and seeing the world.

WCTE sees LGBTQ Narratives as part of a



Participants in the performance project, "Conceal & Carry: Queers Exposed," are members of the LGBTQ Narratives Activist-Writers Group, the winner of WCTE's Intellectual Freedom Award.

growing national movement of grassroots activism focused on overturning common conceptions of LGBTQ persons and communities as marginalized, vulnerable and infected. WCTE is glad that the award winning group is advancing and circulating the stories that need to be told.

"The members of this organization are upholding the principles of intellectual freedom and WCTE wishes them well in their endeavors," Pruitt said.

## WCTE ANNOUNCEMENT

# Call for PDP Readers

The WCTE board came up with the greatest idea at this summer's board meeting. Why not ask WCTE members who are qualified PDP readers to offer their services to other WCTE members? Several members of the board immediately volunteered to do so.

So we're asking you. Would you be willing to contribute some time to reading the PDPs of new teachers who are WCTE members?

Great. Please contact Tom Scott at [tscott37@wi.rr.com](mailto:tscott37@wi.rr.com). Once we have the list started, we'll post information on the WCTE website about how to contact a qualified WCTE member who has volunteered to read PDPs of WCTE members. ***Just one more benefit of WCTE membership!***



## 3 new teachers to receive awards for teaching

These three new teachers will be honored at the WCTE convention in Madison on Friday, Oct. 11. Recipients receive complimentary registration for the convention, and the Student Teacher award winners also receive one year of WCTE membership.



**Lindsey Loberg**

### Nancy Hoefs Memorial Award for Outstanding First Year Teacher

**School:** South Division High School, Milwaukee

#### Recommendations:

"I have worked with student teachers for many years; none of them have come to us with anything near her level of excellence. ... [Lindsey] functioned more effectively than even seasoned educators... She [shows] real concern for the students to inspire them to attain goals that they might not have even considered." - Ryan Clancy

"Lindsey is nothing short of exceptional... extremely well-read, positive, hard-working person who will always go the extra mile for her students." - Andrew Lazzari

#### Personal Statement:

I love teaching English because of its enormous potential to engage young people and foster their growth as active, intelligent community members who are able to ask questions and think critically.



**Michelle  
"Velma" Fritz**

### Outstanding Student Teacher

**Student teaching:** Milwaukee School of Languages and Rufus King International High School, Milwaukee

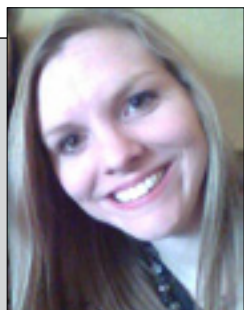
**School:** Menasha High School and Maplewood Middle School, Menasha

#### Recommendations:

"Velma uses a variety of teaching methods to meet the needs of multiple intelligences and modes of learning..... she is very open to critical feedback and also reflects upon her lessons continuously, revising and modifying lessons in order to best meet the needs of her students." - Amy Daroszeski

"The rapport [Velma] has with her students is clearly in good shape. But this doesn't mean she babies or caters to her students; instead she believes in them and pushes them toward excellence." - Liz Dixon

**Personal Statement:** While I initially entered education as a feasible way to engage in the content area (English) on a daily basis, my students' creativity, energy and enthusiasm delighted me throughout my education at the University of Wisconsin-Milwaukee.



**Chelsea  
Schumann**

### Outstanding Student Teacher

**Student teaching:** DeForest Area High School and Whitehorse Middle School in Madison

**School:** New Berlin Middle/Hgh School

#### Recommendations:

"Chelsea's dedicated work ethic and reflective nature make her a talented beginning teacher." - Bailey Hermann and Jess Gallo

"[Chelsea creates] innovative and interesting lessons tht engage the student in discussion and analysis rather than ... memorization." - Michelle Kruse

**Personal Statement:** I love teaching because [I can] make a difference in students' lives. I know I will have succeeded as a teacher if I have positively impacted even one student for the better. My passion ... is to make my students' learning both meaningful and relevant to their personal lives, to [help them] meet their full potential including their

individualized goals and aspirations, and prepare them for successful 21st century living. My aim is to provide my students the necessary tools to take ownership of their learning now and ultimately, to establish an attitude of a life-long learner into the future. [I want to] help my students gain a greater understanding and competency of language ... in order to effectively communicate, assess, analyze, manipulate, and learn from it....

In the words of the famous Dumbledore, "Words are, in my not-so-humble opinion, our most inexhaustible source of magic." The objective then is to provide my students with the necessary tools to access the "magic" of words and language in order to utilize it in their everyday lives, prepare them for whatever career path they may choose, and above all, to empower them as individuals.

## 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, Tamara Maxwell, 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.

To bring her information to you, we are starting a new feature in the WCTE Update: "What You Need to Know." Just look for the purple icon with the "i" for "information" that is important for you as a Wisconsin teacher. - *from the editor*



Tamara Maxwell

## Teacher education: What you need to know

### Wis. Foundations of Reading Test

**Teachers applying for initial licensure after Jan. 31, 2014**, will be required to successfully complete the **Wisconsin Foundations of Reading Test**.

This test is based on the Massachusetts Tests for Educator Licensure, used in Massachusetts and Connecticut. **Currently this test is in addition to all other testing requirements for licensure.** A Wisconsin standard-setting panel met in April 2013 and recommended a passing score. This required passing score will increase on Sept. 1, 2014, to match the benchmark score set by Massachusetts. This is the same process used by Massachusetts in implementation of this assessment. Below are a number of links related to the test:

- The generic Pearson NES 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)

### edTPA

Beginning in 2015, pre-service teachers will be required to complete a **performance assessment called the edTPA**. (Stanford University and the American Association of Colleges for Teacher Education formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment.)

**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.





# Common Core: What you need to know

## DPI is curating and creating CCSS ELA resources

**DPI updated its webpage for ELA:**  
<http://ela.dpi.wi.gov/>

- **WI ELA Resources** takes you to most frequently requested Wisconsin created documents.
- **ELA Quick Links** takes you to external groups that are relevant to ELA. WCTE and NCTE are linked there.
- There are **two feeds** – one for news and one for Twitter – that provide just-in-time information.
- **The Standards, Instruction, and Assessment buttons** take you to LiveBinders that curates ELA resources.
- **The Professional Learning on Demand button** takes you to all the train-the-trainer modules, which houses a plethora of training materials around unpacking/repacking standards, lesson and unit plan development, disciplinary literacy, text complexity and early learning. Modules in development are vocabulary, reading with complex texts and writing. *If you are interested in contributing to these modules*, please let Tamara know: [tamara.maxwell@dpi.wi.gov](mailto:tamara.maxwell@dpi.wi.gov)

**Current ELA projects:** exemplar unit and lesson plans, text complexity database with TeachingBooks and BadgerLink, classroom strategies and practices bank

**Follow us on Twitter** @WisDPICCSS, @WisDPILit, @WisDPIMath and @WisDPITech for “just-in-time” information.

**Join the English K-16 listserv** for information about ELA 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 to confirm your subscription. You are not an active member until you confirm.

**Read Wisconsin** (<http://www.readwisconsin.net/>) has a variety of short informational webinars on topics such as the place of Title I in a multi-level system of support, text complexity, family literacy, Wisconsin Standard C and required literacy interventions, the new SLD rule, and culturally and linguistically responsive practices.

## Common Core State Standards

### Updates from the recently passed budget:

- As part of the 2013-15 budget process, the Joint Finance Committee proposed a motion that was incorporated into the budget concerning Wisconsin’s Common Core State Standards for English Language Arts and Mathematics (CCSS). **The budget will require a number of steps to be completed so that the State Superintendent of Public Instruction may adopt, re-adopt, or augment college and career readiness standards no later than July 1, 2014.**
- As part of this process, the DPI will:
  1. “provide a **written evaluation of the common core standards to the: (a) Governor; (b) Speaker of the Assembly and President of Senate; and (c) chairperson of a CCSS** legislative study committee if one is convened;
  2. holds **at least three public meetings** and takes public testimony regarding the adoption of educational standards;
  3. participate as a **member of a legislative study committee to study issues relating to common core standards** or other standards, if one is convened.”
- As part of the same budget, legislators have **fully funded the CCSS-aligned SMARTER Balanced assessment system, CCSS-aligned Dynamic Learning Maps Alternate Assessment System, and the ACT suite.** Budget language also requires DPI to “implement educational standards that use the common core standards as the base model for academic standards to the extent necessary to comply with federal standards to receive a flexibility waiver under 20 U.S.C. 7861.”
- Additionally, budget language explicitly indicates that “any common core standards adopted by DPI before July 1, 2013, remain in effect until the Department adopts the educational standards (college and career ready standards).” Following this directive, **there is no change to Wisconsin’s standards for English language arts and mathematics for the 2013-14 school-year.** The State Superintendent adopted the CCSS in June of 2010, and they will remain in place as DPI completes the actions dictated by the budget.
- **No part of this budget item should affect local implementation** of the CCSS or a local district’s preparation for the change to CCSS-aligned assessments in 2014-15.





## Teacher evaluation: What you need to know

### Educator Effectiveness

**Teachscape is the data management platform** used in the state-sponsored Educator Effectiveness model. **Teachscape consists of three distinct arms:**

1. **Focus:** provides an overview and technical validity of the Danielson framework,
2. **Reflect:** comprises the observation and evaluation management tools, and
3. **Learn:** contains professional learning modules, including overviews of research and video clips of educators modeling best practices.

DPI-sponsored professional learning will focus on the Teachscape platform in 2013-2014 as the number of districts piloting Educator Effectiveness is expanded.

DPI received **initial findings from the Developmental Pilot evaluation:**

- **Process is very powerful and empowering** — creating collaborative coaching relationships and conversations for the first time in some schools
- Process helps to provide **clear, observable needs** in practice
- Student Learning Objectives process helps 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

**An internal work group is collecting example SLOs** to share with those districts using the state-sponsored model.

**Application for equivalency** can be found on DPI website and must be completed annually by the district.

**More information and resources**, including access to a demo account, can be found at <http://ee.dpi.wi.gov/>.



## Testing: What you need to know

### ACT Suite

**ACT 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 Tony 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).

### Smarter Balanced Assessment

Smarter has released the **practice and pilot assessments**, which can be found at <http://www.smarterbalanced.org/pilot-test/>.

**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.

# Meet Jack Van Treese, District I director

Jack Van Treese, a recent addition to both the state of Wisconsin and WCTE, is in the midst of his first term as a District Director for CESA 1. Jack is originally from Michigan, growing up on the northeast shore of Lake Michigan in the small town of Petoskey. He earned his undergraduate degree in English Literature and Secondary Education from the University of Michigan in Ann Arbor.

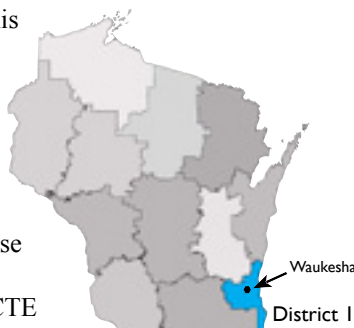
Upon graduating, Jack spent two years teaching high school English in Garden City, Kansas, before heading back to Michigan, this time to the beautiful Upper Peninsula, where he completed his Master of Arts in English Literature and Pedagogy. In August 2012, Jack moved to southeastern Wisconsin, where he currently teaches English courses at UW-Waukesha.

Jack joined WCTE soon after taking his new job. "I knew that becoming an active member of WCTE would help me build relationships with English teachers across the state," he said. "Specifically, as a new instructor at the college level, I wanted to stay in touch with my secondary education roots. Since WCTE members come from all levels of education, I knew this organization would provide the perfect opportunity to do so."

Jack firmly believes that dialogue between secondary and postsecondary English teachers is essential in order to best prepare today's students for college success. He hopes that through his involvement with WCTE, he will help to facilitate these important discussions.

Additionally, Jack is confident his work with WCTE will greatly benefit him individually as an instructor.

"In my short time in Wisconsin, I have been extremely impressed with the passionate and talented teachers I have met both at the UW Colleges and through WCTE. I look forward to learning from these impressive individuals and working closely with them in order to inspire students in the English classroom."



### Contact Info

**Jack Van Treese**

UW-Waukesha

Waukesha

[jack.vantreese@uwc.edu](mailto:jack.vantreese@uwc.edu)

## FIRST AMENDMENT NEWS >> from Banned Books websites

Last year there were 400 attempts to remove books from U.S. schools and libraries. Is your favorite book safe? Don't close the book on your freedom to read. Fight censorship during Banned Books Week, Sept. 22 to 28. For more information, visit <http://bannedbooksweek.org>.

Banned Books Week (BBW) is an annual event celebrating the freedom to read and the importance of the First Amendment. Held in late September, Banned Books Week highlights the benefits of free and open access to information while drawing attention to the harms of censorship by spotlighting actual or attempted bannings of

... something. Almost every year, people attempt to silence us and discover the right community. The day after Monday we just the inner spirit that lives on underneath. It's what keeps you, whether you're better safe. Rapid changes. But on a day of spirit of peace the sun missing. One planning that

**READ  
BANNED  
BOOKS**

**BANNED BOOKS WEEK**

CELEBRATING THE FREEDOM TO READ SEPTEMBER 22-28, 2013

books across the United States.

The books featured during Banned Books Week have been targets of attempted bannings. Fortunately, while some books were banned or restricted, in a majority of cases the books were not

banned, all thanks to the efforts of librarians, teachers, booksellers, and members of the community to retain the books in the library collections.



# Wisconsin English Journal invites writers, reviewers

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The Wisconsin English Journal (WEJ) welcomes articles on all subjects related to teaching English in middle and high schools. The theme for spring 2014 is censorship. We welcome book reviews of recently-published books about censorship, descriptions of teaching ideas, opinion pieces, and research articles related to English language arts and teaching. The deadline for the spring issue is Feb. 1, 2014. The fall 2014 issue will have an open theme, welcoming any and all new ideas. The deadline is Aug. 1, 2014.

In order to submit your research article, book review, opinion piece or teaching idea, visit <http://journals.library.wisc.edu/index.php/wej> and click on "Register." Once you register as an author, you will be guided

through the steps of submitting your piece.

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 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.

To submit articles to the Wisconsin English Journal, log on to the [website](http://journals.library.wisc.edu/index.php/wej) and follow the prompts. The deadline for submissions for the fall issue is Feb. 1, 2014.

## WCTE NEWS, ANNOUNCEMENTS

# WCTE Update wins NCTE Newsletter Award

The WCTE Update has been selected as the winner of the 2013 Affiliate Newsletter Award. A letter from Teri Knight, the Newsletter Award Chair, explained the selection:

"The judges specifically described the *WCTE Update* articles as 'interesting, well written, diverse' that were 'augmented by the clean design, color, and images.' In addition, the *WCTE Update* provides clear, engaging content and highlights professional development activities that reveal an active and lively affiliate."

WCTE will be honored at the NCTE Convention in Boston at the Affiliate Breakfast on Sunday, Nov. 24. Copies of last year's *WCTE Update* will be on display at the Affiliate Breakfast.

This award was established in 1992 to recognize outstanding newsletters of any NCTE affiliate. "The *WCTE Update* is a model for superior affiliate work," wrote Knight in her letter.

The *WCTE Update* is designed and edited by Linda Barrington and published by WCTE.





# Calling all Tech-savvy Girls, Coders, Gamers, Web Divas!

The National Center for Women and Information Technology and the state of Wisconsin seek high-school-level young women to apply for the NCWIT Award for Aspirations in Computing. This award honors young women active and interested in computing and encourages them to pursue their passion for technology.

## Who is eligible to apply?

The competition for the 2013-2014 NCWIT Award for Aspirations in Computing is open to any U.S. high-school-level female (grades 9-12).

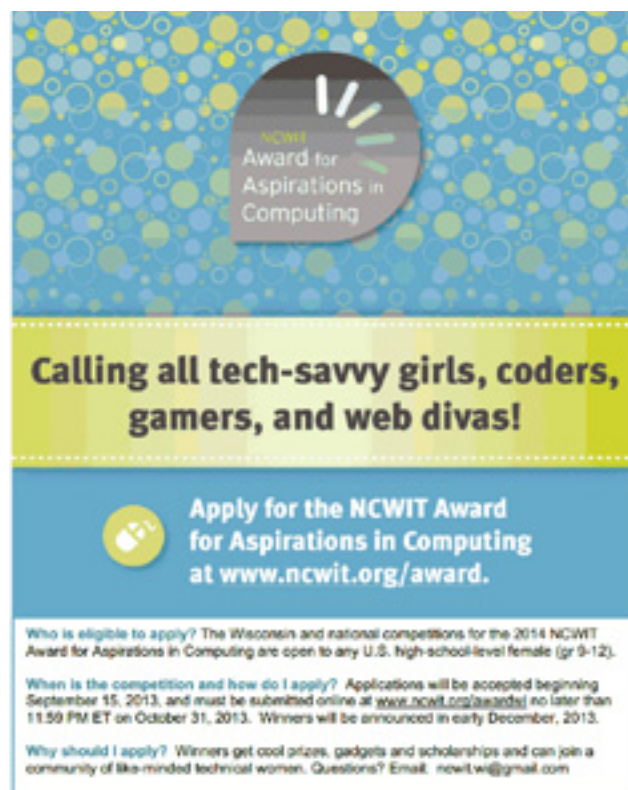
## When is the competition and how do I apply?

Applications will be accepted beginning Sept. 15, 2013, and must be submitted online at [www.ncwit.org/awardWI](http://www.ncwit.org/awardWI) no later than 11:59 p.m. EDT on Oct. 31, 2013. Winners will be announced around Dec. 10, 2013.

Girls can apply for the Wisconsin Affiliate Award, the National Award or both. National award-winners are selected from across the country and the Wisconsin Affiliate Award competitions are selected from within Wisconsin. All girls at all computing levels are encouraged to apply—we'd like to recognize aspirations, not just accomplishments!

## Why should I apply?

Winners get cool prizes, two beautiful plaques (one for home, one for school), access to scholarships, visibility in the community and meeting IT professionals in Wisconsin, and can join a community of like-minded technical women.



- You can view information about this award by going to <http://ncwit.org/award>.
- To see our specific affiliated award go to <http://ncwit.org/awardwi>.
- To Publicize in your school or district, you can download a flyer (<http://goo.gl/rBA9Cg>) or poster (<http://goo.gl/WWD8BW>).
- To assist girls in developing their application, here is a helpful tip sheet (<http://goo.gl/9PKpfF>).
- For more information, contact: Joe Kmoch -- 414-530-6892 -- [joe@jkmoch.com](mailto:joe@jkmoch.com)

## Wisconsin English Teachers' Calendar of Events and Deadlines

### September

- Sept. 10** Deadline for reserving reduced priced guest rooms at Crowne Plaza Madison for convention.
- Sept. 13** Deadline for WCTE's 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). More Information: <http://www.wcteonline.org/awards-and-grants/robert-c-pooley-foundation-awards/>
- 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. 22-28** Banned Books Week

### October

- Oct. 1** **Pre-registration deadline for WCTE convention**
- Oct. 10** WCTE pre-convention workshop in Madison. featured speaker: Tom Romano
- Oct. 10** WCEE meeting at convention: Crowne Plaza Madison
- Oct. 10** Wine and Cheese Social with Tom Romano in the Prairie Café at the Crowne Plaza Madison
- Oct. 10** WCTE Executive Board meeting in the Yahara Room C, 6 p.m.
- Oct. 11** WCTE Fall convention at the Crowne Plaza Madison  
Theme: GrowingVoices: A Teacher's Challenge, a Student's Goal, an Author's Mission
- Oct. 11** WCTE annual meeting at the Crowne Plaza Madison, 3:30 p.m.

### November

- Nov. 1** Last day for online or mail-in registration for NCTE convention in Boston Nov. 21-24  
<http://www.ncte.org/annual/registration>
- Nov. 21-24** NCTE Convention in Boston
- Nov. 24-26** CEL Convention in Boston

### December

### January

#### WCTE Update September 2013

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

# Great World Texts: Connecting high school and university students through classic texts



Sponsored by the UW-Madison Center for the Humanities, Great World Texts in Wisconsin connects UW faculty with high school teachers across the state through the shared goal of encouraging high school and university students to read the classic world texts, both ancient and modern.

Faculty/teacher workshops throughout the year encourage high school teachers to come to campus, meet faculty and view rare editions of the year's text at UW Memorial Library. For faculty, it's a chance to share teaching insights and learn more about the challenges high school teachers face (and overcome) as they seek to inspire their students with great literature.

High school and college classes participate in these projects throughout the year. Each year, the program culminates with a student conference, where a diverse cross-section of Wisconsin students share their projects and engage with students around the state.

Heather DuBois Bourenane will present a session on Great

World Texts at the Oct. 11 WCTE convention in Madison.

Since the student conference is in the fall this year, a special Great World Texts Symposium is scheduled for the spring, on April 28. This will be open to all teachers, whether they've participated in GWT or not. This would be ideal for teachers of world lit and AP English to discuss issues in teaching world literature in Wisconsin.

Look for a flyer in the WCTE conference packets. A limited number of grants may be available to help cover subs for teachers who want to attend. The Center for the Humanities is working with DPI to see how this might be part of a PDP or otherwise meet professional development criteria.

The tentative book title for 2014-15 is Jean-Jacques Rousseau's "Confessions."

## "Snow" (2013-2014)

Great World Texts is still accepting applications from interdisciplinary teaching teams around the state. This year's text is "Snow," a novel by Nobel Prize-winning Turkish novelist Orhan Pamuk.

By joining Great World Texts in Wisconsin, teachers will have year-long support from UW-Madison faculty and staff.

Participants in the Great World Texts program receive...

**1**

A FREE set of texts for your school's permanent collection;

**2**

World-class curriculum materials prepared by UW-Madison faculty and graduate students, including a Guide for Educators with customizable lesson plans that meet Common Core Standards;

**3**

Workshops at UW-Madison with experts and scholars from many disciplines on teaching "Snow" and its many contexts (cultural, historical, geographical, political, etc.);  
(The two-day Fall Workshop to prepare to teach the text will be held on Sept. 9-10, 2013 in room 126 at the Memorial Library. The Center for the Humanities will provide hotel accommodations and teacher stipends to cover sub costs.)

**4**

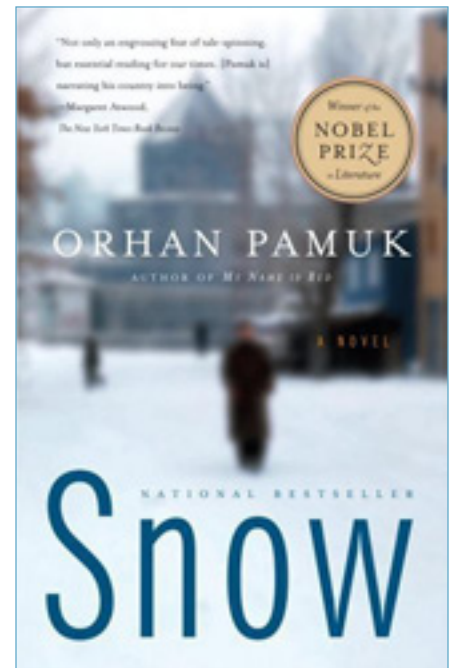
Hands-on workshops in close reading and engaging students in bringing the text to life in your classrooms;

**5**

Year-long support from Center for the Humanities staff and their faculty partners to answer your questions and facilitate your teaching;

**6**

A full-day Student Conference in Madison on Monday, Dec. 2, 2013, where your students will present their work, discuss their papers, and have the opportunity to interact with experts on the text, and the author, Orhan Pamuk, who will deliver the keynote address as a face-to-face conversation with students called "A Conversation with Orhan Pamuk." Students will submit questions in advance, which will be selected by the Humanities staff and each school will select a student representative to read the school's question/s.



For more information check the website of the UW-Madison Center for the Humanities: <http://humanities.wisc.edu/public-projects/gwt/about-gwt>.