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INSIDE



Registration, Call/Proposals



WCTE: May 15 deadline



Literary Magazine winners



Promoting diversity in class



MKE Mentor Program begins



Meet Tim Allison



English Journal, Update



What we're reading



Madison summer event



WOW! →



KELLY GALLAGHER

CONVENTION | OCT. 13-14, 2016 | MILWAUKEE

Gallagher to speak at fall convention

“Engaging Students Through Reading and Writing” will be the theme of the 56th annual state convention of the Wisconsin Council of Teachers of English.

Attendees have their choice of one of two workshops on **Thursday afternoon:**

- “National Writing Project: Teachers as Writers and Teachers as Teachers of Writing,” led by Donna Pasternak (Milwaukee WP) and Mark Dziedzic (Madison WP)
- “Meeting the Needs of the 21st Century Learner: Differentiating Instruction Through Technology,” led by Chris Bronke and Janice Schwarze, Downers Grove High School. Participants will engage in hands-on learning experiences. They will walk away with strategies for creating a collaborative classroom community conducive to these approaches to teaching.

On **Friday**, participants can dive into reading and writing with Kelly Gallagher — teacher, author, speaker, coach — as they explore “Teaching Practices and Instructional Strategies That Position Students Closer to Reading and Writing Excellence.” (9-11:30 a.m. and 2-3 p.m.).

Register now! The first 200 people to register will receive a free copy of Kelly Gallagher’s “In the Best Interest of Students,” courtesy of Pearson Publishing Company.

Call for Proposals

WCTE is entertaining sectional proposals addressing:

- Integration of technology
- Incorporating informational text in the literature classroom
- Post-secondary developmental reading and writing
- High school to college transition
- Common Core State Standards
- RtI and differentiation
- English as an Additional Language
- Student Engagement

Proposal submissions due Friday, June 17, 2016. Please submit form (at bottom of convention page on website) electronically to Marianne Potter at mpotter@pointschools.net or use the Online Proposal Form on the website.

2016 WCTE Convention Registration Form
The 56th annual state convention of the Wisconsin Council of Teachers of English
Engaging Students through Reading and Writing

Keynote speaker: Kelly Gallagher

UW-M School of Continuing Education Conference Center

7th Floor of the historic Plankinton Building

161 W. Wisconsin Ave.; Milwaukee WI 53203

Thursday afternoon, October 13 at 12:30 and Friday, October 14, 2016 (registration 8:30)

Pre-Registration Deadline: October 1, 2016

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: _____

If you are registering for a Thursday workshop, check the one you plan to attend:

☐

National Writing Project

☐

Differentiating Instruction through Technology

Convention Registration Fees (see page 2 for membership information)

	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

PO 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 two entrées (one is vegetarian) 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: \$ _____

Hotel Rooms:

A limited block of rooms has been reserved at the
Fairfield Inn & Suites by Marriott Milwaukee Downtown
710 N. Old World Third St.

To receive the group rate of \$80, you must reserve a room by September 19, 2016.
To make a reservation call: direct 414-224-8400 or toll free Marriott 1-877-699-1495
Identify yourself as WCTE 2016 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.

Finding Your Way to the Convention Rooms:

From the parking structure (1st & 2nd floor entries are the easiest), enter the Plankinton Building/Grand Avenue Mall and cross the Rotunda to the elevators on the north side of the building (closest to Wisconsin Avenue). Take the elevators to the seventh floor.

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's Workshops:

- National Writing Project: Teachers as Writers and Teachers as Teachers of Writing
- Meeting the Needs of the 21st Century Learner: Differentiating Literacy Instruction through Technology

MESSAGE FROM THE PRESIDENT >> Denise Meyer



President Denise Meyer invites you to Milwaukee to attend the WCTE convention in October.

We have made it to May! As fellow English teachers, I am sure you are projecting into the glorious summer months where there is no grading, fewer emails to answer, and endless pleasure reading. Don't mistake what I'm saying — we still work in the summer months: planning, readjusting our lesson plans, prepping for new courses, writing curriculum, catching up on YA books to recommend to our students, etc. However, we are released from the constant, albeit important, work of grading papers. Yes!

The summer months are also where we get to dream. We are allotted extra head space to envision what our new year will bring. It is in the summer where we can creatively produce a new learning environment for our students, plot out a new strategy to engage our future learners, or expand on a promising practice we started this year. The options for what we can foresee in the summer are endless and exciting — our future students are the beneficiaries of this extra work, this intangible imagining of their teachers during the summer months.

The summer is also a good time to plan for your professional development. This October WCTE is pleased to host Kelly Gallagher at our annual convention. Kelly Gallagher is a true leader in our field — writing and speaking about ways to make all of our learners become better readers, writers, and thinkers. He has been a true distant teacher to me by helping me to build a reflective practice and challenging me to make my teaching relevant to my learners. I hope you join us in October to learn from one of the best! Register now to reserve your space.

Have a wonderful summer,

Denise Meyer

President, WCTE

NCTE ADVANCEMENT OF PEOPLE OF COLOR LEADERSHIP AWARD >> Matt Skillen, committee chair

The NCTE Executive Committee requests nominations for the 2016 Advancement of People of Color Leadership Award. This is a special award recognizing an NCTE member of color who has made a significant contribution to NCTE and the development of our professional community.

June 1 is the deadline for nominations.

Please send your nomination, with a brief commentary (maximum one page) on the qualities and NCTE service of the nominee by email; by fax at 217-328-0977; or by U.S. mail to Matt Skillen, chair, Advancement of People of Color Leadership Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801.

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lbarrington@wi.rr.com

DPI Liaison

Marci Glaus, marci.glaus@dpi.wi.gov

Nominate someone for an award: hurry!

Outstanding Student Teacher Awards: Deadline May 15

Each year WCTE selects two senior English education students to receive the Outstanding Student Teacher Award. Winners will be honored with a certificate and a one-year membership in WCTE. In 2016, award recipients will receive free registration at an upcoming WCTE event such as a state convention (including one night accommodation at the convention hotel, if applicable), and formal recognition of the Outstanding Student Teacher Award at a convention session.

Individuals who student taught or were interns in the Fall 2015 or the Spring 2016 semesters are eligible. Each institution may nominate one candidate. Nominees should have a strong commitment to teaching, show leadership in and out of the classroom, possess strong communication skills, maintain rapport with students, and develop effective professional relationships with colleagues. Letters of recommendation should emphasize these criteria.

Send to David Roloff, droloff@uwsp.edu.

Nancy Hoefs Memorial Award: deadline May 15 Outstanding First-Year Teacher

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

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

Full-time teachers in their first permanent position are eligible to be nominated. Eligible first-year teachers will have taught during the 2015-2016 school year.

Criteria for selection include the following:

- Contribution to the teaching of English language arts. This contribution may include, but is not limited to, applying innovative teaching techniques; developing curriculum in literature, reading, writing, speaking, listening, or media study; or participating in faculty activities related to English.

- Professional commitment. Nominees should have a strong interest in professional development. Indicators of this interest might include membership in professional organizations such as WCTE, NCTE, WSRA, WAMLE, IRA, WCA, etc.
- Staff and community relations. Nominees should have a good relationship with parents and others in the community and should have demonstrated potential for leadership among colleagues.

For each nominee submit the following materials:

- A cover letter indicating the nominee's name, email address, local mailing address, telephone number, and school.
- Two letters of recommendation. At least one letter needs to be from a colleague (teacher, administrator, or other) at the school.

Send nomination materials electronically, by May 15, to David Roloff, droloff@uwsp.edu.

Lee Burress Intellectual Freedom Award: Deadline May 15

WCTE wishes once again to honor an educator with the Lee Burress Intellectual Freedom Award at the Annual Convention.

This award recognizes an educator who has been an advocate for expression free from censorship and for humane communication. It is designed to acknowledge the work done by educators who teach and extol the tenets of free speech and who urge responsible, humane and caring communication. Such work may be demonstrated in particular lessons, special projects and the ongoing style and goals set by an educator. It was begun in honor of Lee Burress, a long time educator at UW-Stevens Point, who exemplified these attributes in his life

as well as his teaching.

Those wishing to nominate a possible recipient for this award should write a letter of nomination, describing the qualifications of the nominee. This letter should be sent via email to John Schad by May 15. Please include any supporting materials you believe would strengthen the nomination.

All nominators will be notified of the status of their nomination. The recipient will receive the award at the WCTE Convention.

Send nomination materials electronically, by May 15, to John Schad, jschad@kohler.k12.wi.us.

Two-Year College English Association approves documents on Placement Reform, Teacher Prep



The TYCA Executive Committee approved the following two documents at their meeting during the 2016 CCCC Conference in Houston.

TYCA White Paper on Placement Reform

Recently, two-year colleges have witnessed broad reforms to developmental education, instituted partly by state legislatures, partly by faculty and administrators, and partly by non-profit organizations such as Achieving the Dream. These reforms are intended to improve student success. A major obstacle to success, according to research from the Community College Research Center at Columbia University and elsewhere, is misplacement into developmental English courses, usually via unsound and unfair high-stakes placement tests. Fortunately, alternative placement processes have been developed that diminish if not fully eliminate the frequency of misplacement, thus expanding access to college-level courses, reducing financial cost and time to degree, and improving student success rates.

TYCA Guidelines for Preparing Teachers of English in the Two-Year College

This report, produced by the Two-Year College Association (TYCA), provides guidelines for preparing future two-year college English faculty. The document, which aligns with the CCCC Position Statement on Preparing Teachers of College Writing and TYCA's Characteristics of a Highly Effective Two-Year College English Instructor, presents recommendations for those who train future two-year college English professionals: directors and faculty of English studies graduate programs. These guidelines also provide graduate students who are interested in two-year college teaching careers with recommendations for a combination of relevant coursework and research, professionalization activities, and hands-on experiences that will prepare them to be engaged two-year college teacher-scholars.

State should support student expression

Two years ago, the Fond du Lac School District unveiled new guidelines requiring administrative review and approval before the publication of any student media. The reaction by students was swift, democratic and effective.

Within days, they had publicized the change online, presented their case at a school board meeting, appeared on local media, and gathered several thousand signatures on a petition calling for student publications to be returned to the students. Over the next several months, they highlighted the district's use of these guidelines to block the publication of particular photos and information.

These efforts succeeded. The district agreed to convene a group of student journalists and educators to craft a new policy. By the next school year, the restrictive guidelines were gone.

The passion for the free flow of information and Constitutional rights displayed by these students stands as a prime example of the power of a journalism education based on student responsibility and ownership. But efforts to stifle student speech remain.

Recently, a principal in Chicago censored a story about the school's new starting time, at one point threatening to kill the publication entirely. Student journalists in Missouri were told they must submit a story about their superintendent's resignation to the principal for editing. A student journalist in West Bend, Wisconsin, reports being barred from writing about certain topics.

And in many schools, the looming possibility of administrative overreach leads students to censor themselves, back down when challenged, or abandon student publications entirely.

This should not be happening. While schools must maintain an effective learning atmosphere, they do not have the right to suppress information they simply do not like. Court cases have made clear that students maintain their First Amendment rights of free speech at school.

Unfortunately, a 1988 U.S. Supreme Court ruling (Hazelwood School District v.

Kuhlmeier) established that schools could review and possibly restrain speech if related to legitimate educational purposes. Many school districts have over-applied this highly subjective standard.

Once a principal is allowed to pre-approve student journalism, it is inevitable that he or she will find things to change to make the expression more "positive" or more aligned with what the principal wants to say. This does not teach journalism or citizenship. It teaches that authority figures — government officials, in the case of public schools — decide what ideas can be discussed.

Since Hazelwood, eight states have passed laws clearly establishing that student publications belong to students, who are themselves responsible for deciding what to publish. North Dakota passed one such law unanimously last year, and more than 20 other states are looking to join them.

These bills, termed New Voices laws, do nothing to limit a school's ability to prohibit illegal or harmful speech. But they do let students perfect the power of their own voices and explore the benefits of the free flow of information in a democracy.

Students in Wisconsin deserve a New Voices law of their own. The effort to do so here, known as Supporting New Voices of Wisconsin, has been getting media attention and editorial support.

In the next legislative session, we hope state lawmakers will help ensure that the rights of student journalists are clear and that schools are using student publications for student learning, rather than to promote the agenda of government officials.

Your Right to Know is a monthly column distributed by the Wisconsin Freedom of Information Council (www.wisfoic.org), a nonprofit group dedicated to open government. Matthew Smith, a teacher at Fond du Lac High School, is a coordinator for New Voices of Wisconsin.



Matt Smith, English and journalism teacher

Wisconsin literary magazines win WCTE 2015 awards

NCTE's Program to Recognize Excellence in Student Literary Magazines is active in Wisconsin. The deadline for your 2016 magazines is July 1. More detailed information, including entry fee and entry directions can be found at the NCTE website at this location: http://www.ncte.org/library/NCTEFiles/About/Awards/PRESLM/2016PRESLM/2016PRESLM_160059.pdf

Entries should be sent to the Wisconsin State coordinator, Joel Jarosky. Questions? or for more information, email him at jmjarosky@madison.k12.wi.us

2015 SUPERIOR—NOMINATED FOR HIGHEST AWARD

Edgewood High School, Madison

"The Wayfarer"

Faculty Adviser: Diane Mertens

Student Editors: Zachary Palmer, Cameron Craig, Evelyn Stein

2015 SUPERIOR

Marquette University High School, Milwaukee

"Signatures"

Faculty Adviser: Ginny Schauble

Student Editors: Nick Reit, Kieran Fendt, Samuel Davis, Patrick Finucane

2015 SUPERIOR

McFarland High School, Mc Farland

"Driftwood"

Faculty Advisers: Deborah Gradian, Jeff Kunkle

Student Editors: Erin Bergen, Maria Hilgers, Emily Murwin

DIVERSITY>> Justina Plemon

Teaching Tolerance provides valuable resources

As Diversity Chair, I will be sharing resources that may be useful in the classroom supported by the NCTE Position Statement in Support of Ethnic Studies Initiatives in K-12 Curricula at <http://www.ncte.org/positions/statements/ethnic-studies-k12-curr>.

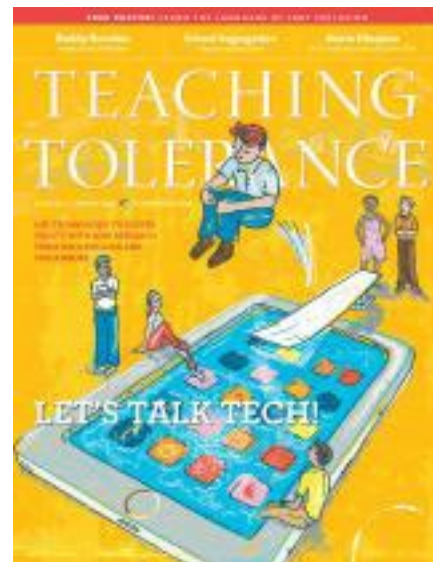
Teaching Tolerance produces a magazine as well as website that incorporate a variety of valuable resources pertaining to diversity issues.

"Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children" (www.tolerance.org). Teaching Tolerance has lesson plans for teachers from Pre K-Grade 12 in several subject areas.

Another convenient resource Teaching Tolerance provides is a "What We're Reading This Week" post. This service grabs snippets of diversity issues in recent informational texts to be used in either the classroom or for personal awareness.



**Justina Plemon,
Diversity Chair**



Download spring issue of Teaching Tolerance at

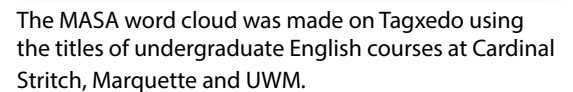
<http://www.tolerance.org/magazine/number-52-spring-2016>

This spring, Lisa Flooding at Port Washington High School invited MASA to talk with students about college English. Presenters included MASA president Nathan Bayer, executive board member Matt Cekanor, and faculty adviser Jenn Fishman. At the start of their 40-minute interactive presentation, “Why Study English,” the group asked Port Washington sophomores, juniors and seniors what they thought college English would smell, sound and taste like. One student imagined the sound of many computer keyboards clicking. Another student compared college English to stale cake: something that looks better than it actually tastes. Another student guessed, “Beer!”



Mentor Program

Developed by MASA Executive Board Members Matt Cekanor, Bailey Flannery and Liz Just with alumni member Heidi Edwards and faculty adviser Jenn Fishman, the MASA Mentoring Program is currently accepting applications from in-service K-12 teachers who would like to mentor. To learn more or to bring MASA to your high school for a “Why Study English” presentation following the link: <http://damerhetorica.wix.com/masa#!contact/c1et>.





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

Wisconsin Writes continues welcoming new Wisconsin authors. The most recent addition to the series is Linda Godfrey. Check out all writers, their writing process videos, and their interviews here:: <http://dpi.wi.gov/wisconsin-writes>.

Follow National Poetry Month updates and share resources with the English Language Arts DPI Google+ Community: <http://bit.ly/1S7vUrL>. There are also other resources and updates shared throughout the year.

Wisconsin Represented in U.S. Dept. of Education's Proposed Regulations for the new ESSA

As current President of the Council of Chief State School Officers (CCSSO), State Superintendent Tony Evers will be part of the recently formed committee to **draft proposed regulations in two specific areas of the Every Student Succeeds Act** (which takes the place of ESEA, or No Child Left Behind, as well as Wisconsin's waiver from NCLB). Also a member of this committee is Lynn Goss from the School District of the Menomonee, who will be representing paraprofessionals.

This committee will draft regulations in the following areas:

1. **Supplement not supplant**

2. **Assessments**

- Computer adaptive testing
- The exception for advanced mathematics assessments in 8th grade
- Locally selected, nationally recognized high school assessments
- The inclusion of students with disabilities in academic assessments
- State administration of alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, subject to a cap of 1 percent of students assessed in a subject
- The inclusion of English learners in academic assessments
- The inclusion of English learners in English language proficiency assessments
- Updating existing regulations to reflect statutory changes

Continued on next page



State Assessment

The testing window for the new **Forward Exam** is currently open (through May 20). The new assessment will be administered in English language arts and mathematics in grades 3 through 8, in science in grades 4 and 8, and in social studies in 4, 8, and 10. The new exam is in place due to the recently passed biennial budget (2015 Wisconsin Act 55), which required the Department of Public Instruction to procure a new state assessment for the 2015-16 school year. For resources on the Forward Exam see: <http://dpi.wi.gov/assessment/forward/resources>

High school students in grades 9 through 11 will continue to take the **ACT suite of exams**. For more information on the ACT exams, see: <http://dpi.wi.gov/assessment/act>



Bilingual/ESL Program

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



Teacher Education, PD, Licensing

The Teacher Education, Professional Development, and Licensing website was updated, including a **new url**: <http://dpi.wi.gov/tepd>

The DPI is maintaining a **blog related to any new developments related to licensure changes** based on Act 55: <http://dpiwis-tepd.blogspot.com/>

The DPI is currently accepting the following:

- **Applications for the Experienced-based License in Technical and Vocational Education Subjects.** Please go to its pathway page for information and directions on how to apply: <http://dpi.wi.gov/tepd/pathways/experience-based-technical-vocational-subjects>
- Teachers and administrators who hold a valid license in good standing from another state, have at least one year of experience under that license, and have an offer of employment from a school in Wisconsin can now apply through our license based on **reciprocity pathway**: <http://dpi.wi.gov/tepd/pathways/reciprocity>
- Applications for the **Montessori teacher license**. For more information, please see <http://dpi.wi.gov/tepd/pathways/montessori>.



Special Education

The following link provides information and resources on current **special education programs and initiatives** along with guidance for implementing criteria for specific learning disability programming for students: <http://dpi.wi.gov/sped>



WCTE BOARD MEMBER PROFILE

Meet Tim Allison, District 10 director

I am honored to serve as a District 10 Director on the WCTE Board. I look forward to working with the hardest-working teachers in any building. One could say I have been working toward this position my entire life.

I grew up the secret son of a crime-fighting family in rural Southwest Wisconsin. My father never made the big time, perhaps due to the lack of attention paid to the provincial. That and his second-hand and patched costume was a little off-putting for the Gotham, WI residents. It's not every day a man in dark tights and a black blanket tied around his neck runs through people's backyards singing NANA NANA NANA NANA.... I guess one man's superhero is another man's long underwear-sporting deviant.

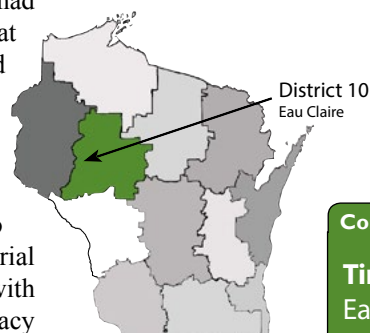
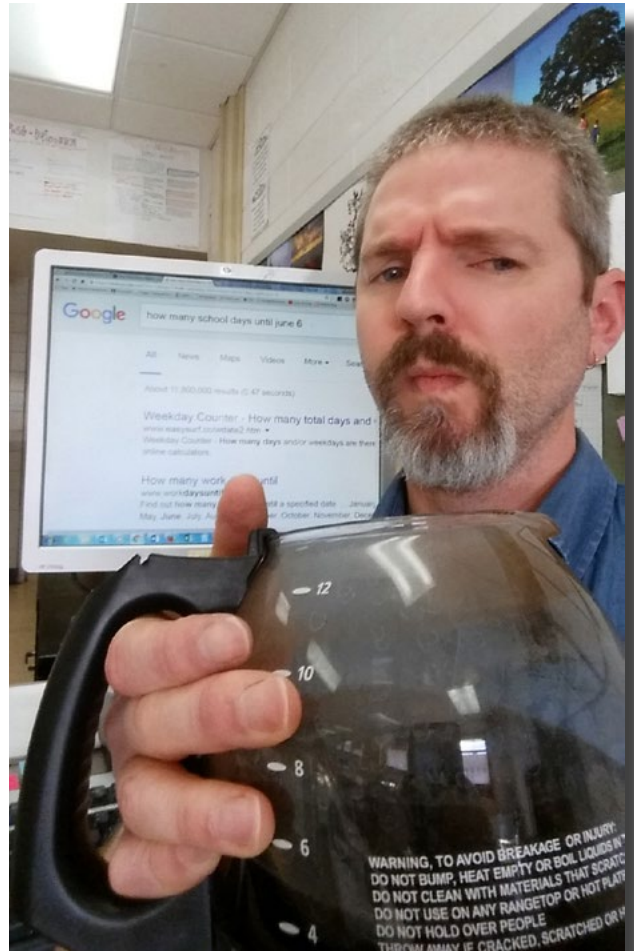
After our family was run out of that town, we moved to the Detroit area where I started a music career. I started in the club scene competing in rap battles but could not compete with one fellow in particular. I don't really remember his name, something about candy, I think, but he must have been in shape with all the references he kept making to eight miles. Since I could not make it on my own, I became a backup singer and dancer for a Motown tribute band called The Inferiors.

Sensing my future was limited in the music industry I turned to the world of sports and practiced basketball day and night. My big opportunity came when I battled for the starting forward position on the Cleveland Cavaliers. I figured I had a great chance at winning the one-on-one competition since I expected my opponent would be wearing armor. I mean seriously, who can shoot with a helmet on even if the beaver is up? Well, that didn't turn out very good for me. He didn't look all that regal in his basketball uniform. Not even a scepter. Just a massive vertical.

When sports didn't work out, I decided to focus on literature, but my agent said my brilliant idea of an orphaned wizard had already been done. Without many other options, I applied at NASA and they signed me up for a year at something called the ISS. After spending a year in space and without much else to do, I thought I should give back to humanity, so I led an expedition to the bottom of the ocean and made a great film.

Although all of this has been great, it is only what I do in my free time. Most of the time I teach English at Memorial High School in Eau Claire, and I am part of a group (with assistance from UW-Eau Claire) working to develop a Literacy Center at MHS. I have been teaching for over two decades in Illinois and Wisconsin, and I studied at UW-Whitewater for my undergraduate degree. I have taught speech, video productions, and English Language Arts from 8th grade to 12th grade including AP classes. I received my Master's of Education from UW-La Crosse, and I am currently working on a Master's of English at UW-Eau Claire. I have coached forensics as well as several other sports, and I have worked with many clubs including a digital video productions club. I love to bike, and when I was much younger, I biked coast-to-coast across the U.S. from Washington to Maine (really).

I am happy to be working with WCTE, and I hope to meet and work with you soon.



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tallison@ecasd.us

Call for submissions for fall Wisconsin English Journal

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Donna Pasternak,
UW-Milwaukee
Linda Tabers-Kwak,
UW-Green Bay

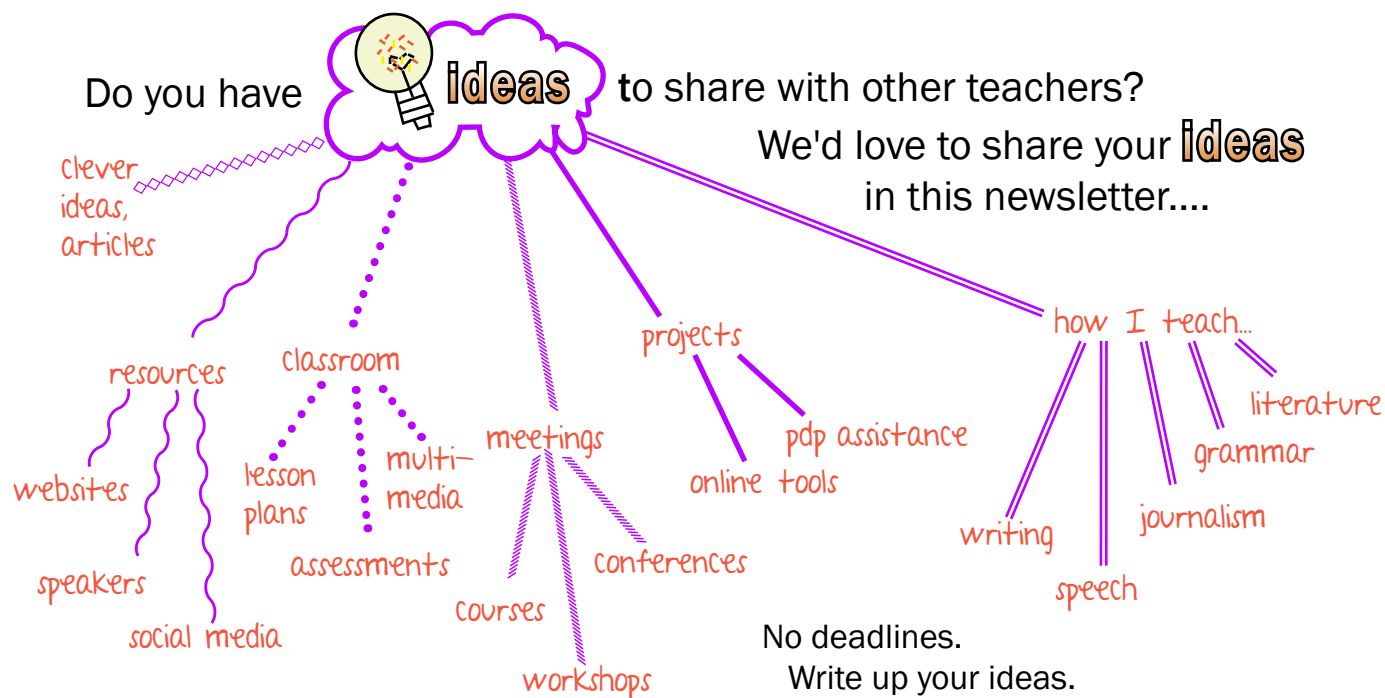
Wisconsin English Journal invites submissions for the Fall 2016 issue, with a deadline of Sept. 1, 2016. Any topic of interest to literacy educators is welcome, including:

- Reports of language and literacy research
- Critical reflections on teaching
- Descriptions of effective teaching methods and instructional tools
- Profiles of and interviews with outstanding English teachers, researchers, teacher educators, policy makers, or others involved in the field of English language arts who do interesting work
- Lesson studies
- Outstanding lesson plans and original assignments
- Vignettes from the classroom
- Reviews of books, media, software, web sites, workshops, conferences, institutes, or learning communities

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 fall issue is Sept. 1, 2016.

Submissions range from shorter articles, 1,000-2,500 words, describing lesson plans or particularly interesting and innovative projects and teaching practices. Feature articles, 2,500-4,500 words, report on a research project or literature review. Please format your manuscripts in APA style and submit them through the Wisconsin English Journal website at <http://journals.library.wisc.edu/index.php/wej>. New authors must register before submitting.

Call for submissions for WCTE Update



No deadlines.

Write up your ideas.

Send them to Linda any time.

lbarrington@wi.rr.com

Looking for a good book?

Check out these titles, shared by the WCTE Board



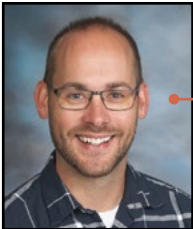
Lynn Frick
Sauk Prairie HS
Professional Issues chair

Unbecoming by Rebecca Scherm

On the grubby outskirts of Paris, Grace restores bric-a-brac, mends teapots, re-sets gems. She calls herself Julie, says she's from California, and slips back to a rented room at night. Regularly, furtively, she checks the hometown paper on the Internet. Home is Garland, Tennessee, and there, two young men have just been paroled. One, she married; the other, she's in love with. Both were jailed for a crime that Grace herself planned in exacting detail. The heist went bad

— but not before she was on a plane to Prague with a stolen canvas rolled in her bag. And so, in Paris, begins a cat-and-mouse waiting game as Grace's web of deception and lies unravels — and she becomes another young woman entirely.

Unbecoming is an intricately plotted and psychologically nuanced heist novel that turns on suspense and slippery identity. With echoes of Alfred Hitchcock and Patricia Highsmith, Rebecca Scherm's mesmerizing debut is sure to entrance fans of Gillian Flynn, Marisha Pessl, and Donna Tartt. ~**Goodreads**



John Schad
Kohler MS
2nd Vice-President
Intellectual Freedom chair

Visible Learning for Teachers: Maximizing Impact on Learning by John A.C. Hattie

In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than 15 years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning.

Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. ~**Goodreads**



Marti Matyska
retired, Cecil
Convention Manager

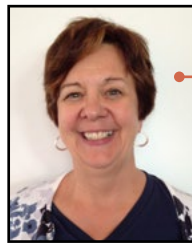
All the Light We Cannot See by Anthony Doerr

WINNER OF THE PULITZER PRIZE

This beautiful, stunningly ambitious instant New York Times bestseller is about a blind French girl and a German boy whose paths collide in occupied France as both try to survive the devastation of World War II.

Doerr's "stunning sense of physical detail and gorgeous metaphors" (San Francisco Chronicle) are dazzling. Deftly interweaving the lives of Marie-Laure and Werner, he illuminates the ways, against

all odds, people try to be good to one another. Ten years in the writing, a National Book Award finalist, *All the Light We Cannot See* is a magnificent, deeply moving novel from a writer "whose sentences never fail to thrill" (Los Angeles Times). ~**Goodreads**



Marianne Potter
Stevens Point Area HS
1st Vice-President

Dead Sleep by Gregory Isles

They are called "The Sleeping Women." A series of unsettling paintings in which the nude female subjects appear to be not asleep, but dead. Photojournalist Jordan Glass has another reason to find the paintings disturbing...The face on one of the nudes is her own — or perhaps the face of her twin sister, who disappeared and is still missing. At the urging of the FBI, Jordan becomes both hunter and hunted in a search for the anonymous artist-an

obsessed killer who seems to know more about Jordan and her family than she is prepared to face... ~**Goodreads**



Linda Barrington
Update editor

Dead Wake: The Last Crossing of the Lusitania by Erik Larson

On May 1, 1915, with WWI entering its tenth month, a luxury ocean liner as richly appointed as an English country house sailed out of New York, bound for Liverpool, carrying a record number of children and infants. The passengers were surprisingly at ease, even though Germany had declared the seas around Britain to be a war zone. For months, German U-boats

had brought terror to the North Atlantic. But the *Lusitania* was one of the era's great transatlantic "Greyhounds" — the fastest liner then in service — and her captain, William Thomas Turner, placed tremendous faith in the gentlemanly strictures of warfare that for a century had kept civilian ships safe from attack.

Germany, however, was determined to change the rules of the game, and Walther Schwieger, the captain of *Unterseeboot-20*, was happy to oblige. Meanwhile, an ultra-secret British intelligence unit tracked Schwieger's U-boat, but told no one. As U-20 and the *Lusitania* made their way toward Liverpool, an array of forces both grand and achingly small — hubris, a chance fog, a closely guarded secret, and more — all converged to produce one of the great disasters of history.

It is a story that many of us think we know but don't, and Erik Larson tells it thrillingly, switching between hunter and hunted while painting a larger portrait of America at the height of the Progressive Era. Full of glamour and suspense, *Dead Wake* brings to life a cast of evocative characters, from famed Boston bookseller Charles Lauriat to pioneering female architect Theodate Pope to President Woodrow Wilson, a man lost to grief, dreading the widening war but also captivated by the prospect of new love.

Gripping and important, *Dead Wake* captures the sheer drama and emotional power of a disaster whose intimate details and true meaning have long been obscured by history. ~**Goodreads**

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

3-day August Institute for school-based teams to improve literacy instruction



Literacy by the Lakes is a yearlong partnership with University of Wisconsin-Madison literacy education faculty members. It kicks off with a 3-Day Institute, Aug. 17-19, 2016, at the Fluno Center on the UW-Madison campus.

What is Literacy by the Lakes?

Literacy by the Lakes is built on the premise that we must direct our attention to supporting children and youth in developing and sustaining literate lives. Ensuring that children of all ages learn the skills and strategies associated with literacy is unquestionably a shared goal of families, teachers, school administrators, teacher educators, and policy makers. However, limiting the goals of instruction to the technical, testable dimensions of literacy not only reduces the likelihood of student engagement, but also lessens the possibility that children will experience literacy as a tool for building fulfilling lives.

A guiding principle of Literacy by the Lakes is that making literacy education meaningful increases the possibility of raising conventional forms of achievement. More importantly, meaningful literacy instruction can help children understand that, through literacy, they can expand their intellectual lives and relationships and experience a sense of agency in determining their futures.

Who should apply?

PreK-12 school-based teams of educators (approximately 4-6 per team), including at least one administrator or instructional leader. Applications can be found at the website: <http://eop.education.wisc.edu/eop/professional-learning/conferences-institutes/literacybythelakes>. Deadline: May 31. Applications will be considered on a rolling admissions basis.

What is the cost of participation?

\$150 per person. This includes registration for the 3-day Institute in August, meals, lodging, professional books, select children's/young adult books, and other supporting materials across the 2016-17 school year.

What does participation involve?

- Attending August 17-19, 2016 Institute on the UW-Madison campus
- Choosing literacy emphasis area(s)/goals for your team by close of Institute
- Collaborating with the UW-Madison literacy faculty and other participating teams across the 2016-17 school year toward meeting and expanding literacy goals

What should I expect at the 3-day Institute in August?

In addition to attending a keynote address by UW-Madison's Gay Ivey and Peter Johnston, Professor Emeritus from the University at Albany-SUNY, participants will choose from a series of intensive workshops taught by literacy education faculty members (Professors Catherine Compton-Lilly, Mary Louise Gomez, Dawnene Hassett, Gay Ivey, and Maisha Winn) and others.

More information?

<http://eop.education.wisc.edu/eop/professional-learning/conferences-institutes/literacybythelakes>

Questions?

Contact Matthew Freid at freid@wisc.edu or (716) 553-2654.



Wisconsin English Teachers' Calendar of Events, Deadlines

May

- May 1** Registration opens for NCTE Annual Convention: Faces of Advocacy, Nov. 17-22, in Atlanta
- May 15** Deadline for nominating a student teacher for the Outstanding Student Teacher Award. http://www.wcteonline.org/?page_id=1511
- May 15** Deadline for nominating a first year teacher for the Nancy Hoefs Memorial Award for Outstanding First-Year Teacher http://www.wcteonline.org/?page_id=76
- May 15** Deadline for WCTE's Lee Burrell Intellectual Freedom Award. More information: http://www.wcteonline.org/?page_id=202

June

- June 15** Deadline for registering for Summer Workshop for journalism students at Marquette University, sponsored by the Kettle Moraine Press Association. More information at <http://www.kempasjw.com>

July

- July 1** Mailing deadline for Program to Recognize Excellence in Student Literary Magazines (PRESLM): This program for middle schools, junior high and high schools recognizes students, teachers, and schools for producing excellent literary magazines and encourages all schools to develop literary magazines, seeking excellence in writing and school-wide participation in production. Submit to Joel Jarosky at jmjarosky@madison.k12.wi.us. More information at NCTE website: <http://www.ncte.org/awards/student/preslm>
- July 17-20** Summer Workshop for journalism students at Marquette University, sponsored by the Kettle Moraine Press Association.
- July TBD** WCTE Summer Board Meeting in LaCrosse

August

WCTE Update May 2016			
President Denise Meyer		Secretary Shelly Moore	
1st Vice-President Marianne Potter		Treasurer Tom Scott	
2nd Vice-President John Schad		Update Editor Linda Barrington	

USING REFLECTION INTENTIONALLY

In my time as a high school English teacher and a developmental English teacher at the college level, I have learned the importance of allowing for students to reflect in their learning. In my earlier career, I used reflection with students after they had completed a summative assessment like a paper or a project. This practice gave students the ability to see what they had done well and what could serve to help them in the future. I still use this type of reflection in my classroom, but as I've matured as a teacher and borrowed from others like Kelly Gallagher, I have incorporated reflection into more and more of what I do with students in the classroom.

The lynchpin to what I do every day with my students is a reflection activity that asks them to "notice" something and to "imitate" it. Whether this is a complex grammar exercise, a writing skill or a speaking activity, I ask students to see what is there and then to remix it and make it their own product. I have seen greater participation and engagement in class because of this technique. Plus, it is culturally relevant to most of my students since remixing makes intuitive sense to them.

In this particular reflective activity, I want my students to understand the order of a paragraph and how to build on ideas to create a cogent thought. They are asked to "notice" what the author does and then to "imitate" those things in their own writing.



Denise Meyer

ACTIVITY

ORGANIZATION: Order of Ideas

Hotels and transportation on trips can be expensive if you don't book them plenty of time in advance. When you go on a trip, you need to think about how much money to allot for things like transportation, food, and hotels. It is important to plan your trips carefully. Planning your trip carefully will allow you to have a more relaxed trip. Another thing to plan for is how much time you want to spend sightseeing and doing different sorts of activities. Even though you may want to do everything, you have to remember that there are only so many hours in the day!

NOTICE

IMITATE