



IN THIS ISSUE

• CONVENTION WRAPUP

Lynn Frick hired as executive director

In a move to ensure continuity for WCTE, the board has selected as its first executive director, Lynn Frick, English teacher at Sauk Prairie High School.

"Lynn brings a plethora of knowledge and experience to the position as a former WCTE president and a classroom teacher," past president Marianne Potter said. "Lynn knows the demands of planning a convention and the responsibilities and challenges the board faces. I personally believe we are lucky to have Lynn in this position," Potter said. Her recent experience with the challenge of a novel adds another dimension to her skills."

More than a year ago the board began discussion about ways to improve stability for the organization,

"Officers come and go, so an executive director would have an ongoing presence," long-time board member Tom Scott said. An executive director "could guide the various people who are functioning as officers in the timely execution of their duties," Scott said.

Frick has been a member of the WCTE Board of directors for many years, having served as the Wisconsin English Journal liaison, president and convention chair.

"Each of these positions presented different challenges and required different strengths," Frick said. "But it is my 30 years of experience as a teacher in Wisconsin that have honed my leadership skills the most. I have been chair of the Sauk Prairie High School English department for the past seven years, and I served as the district's new teacher coordinator and mentor trainer for nine years. I love being an 'older' teacher in our profession."

"I am honored to be the first WCTE Executive Director," Frick said. She will be responsible for overseeing all the parts of WCTE. She said she will make sure what the board says and does will align with WCTE's purpose and vision.

"My most hands-on part of the job will be to assist with the convention chair, helping him or her to find speakers and venues, help with the minutiae of the event and provide whatever support I can," Frick said.

One of her goals is to grow WCTE. "Some people believe our younger generations of teachers are not joiners," Frick said. "I don't believe this is true; I think they just join in different ways. I would like us as an organization to find out the needs of teachers and work more intentionally to meet these as an organization. We may need to broaden what we currently supply for teachers."

Frick sees a number of areas where WCTE could grow. For example, she would like to see social media used more robustly within WCTE. She'd like the state convention grow and feature more nationally recognized speakers.

"Finally, we need to tap into the expertise, ideas and energies of younger teachers throughout the state," Frick said. "I want to explore ways we can get them onto our board and establish a wider representation of the state."



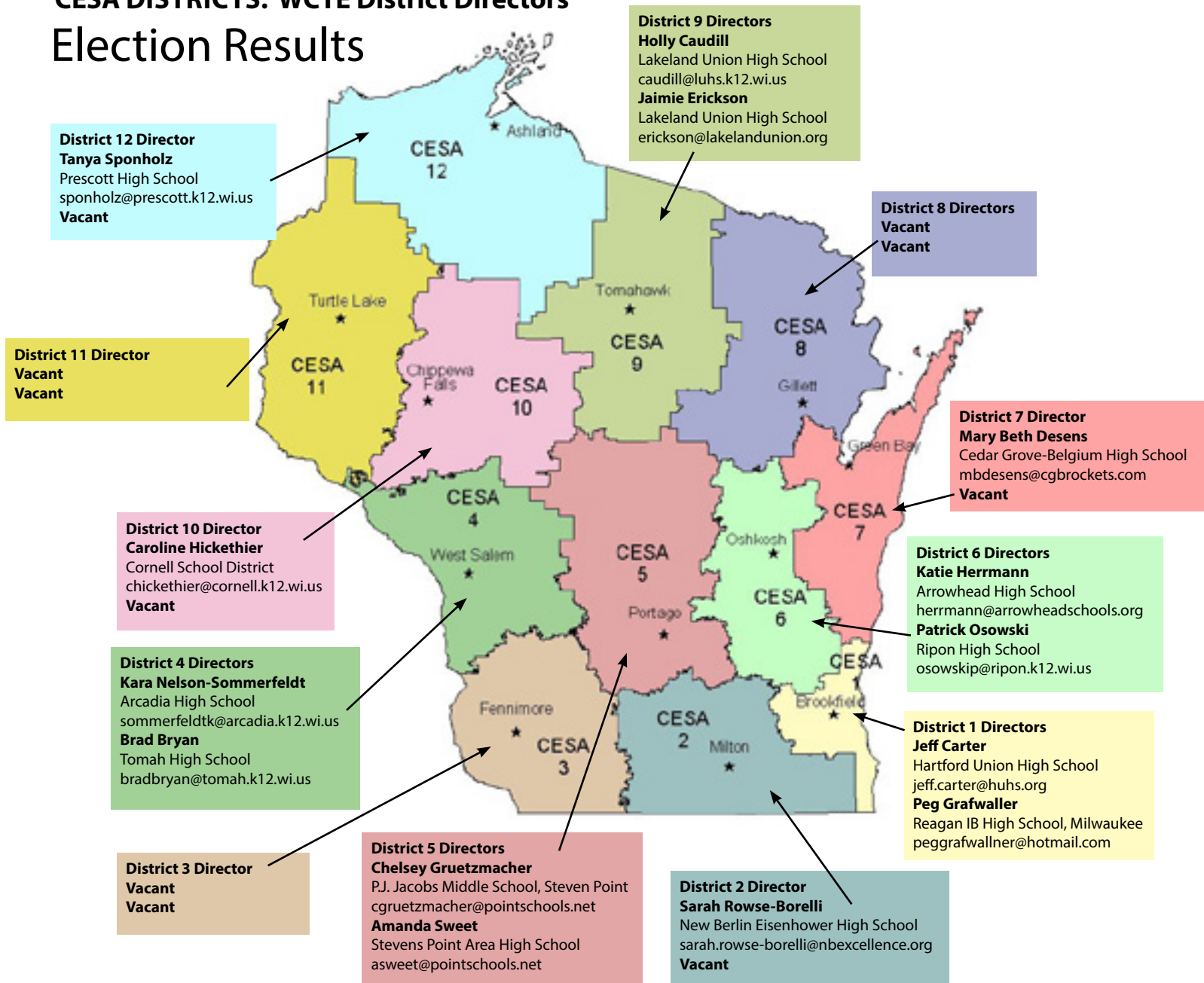
“

I WOULD LIKE
us as an organization
to find out the needs of
teachers and work more
intentionally to meet
these as an organization.

~ Lynn Frick

”

CESA DISTRICTS: WCTE District Directors Election Results



WCTE Board Officers and Chairs

OFFICERS

President: John Schad, Kohler Middle School
First Vice President: Kelly Seefeldt, P.J. Jacobs Middle School, Stevens Point
Second Vice President: Justina Plemon, St. Mary's Catholic Middle School, Neenah
Past President: Marianne Potter, Stevens Point Area High School
Secretary: Jennifer Kiernen, Ellsworth High School
Trust Officer: Lynn Aprill, CESA #8
District Director Liaison: Kara Nelson-Sommerfeldt, Arcadia High School
Treasurer, Membership Secretary: Tom Scott, UW-Milwaukee
Executive Director: Lynn Frick, Sauk Prairie High School

STANDING COMMITTEE CHAIRS, APPOINTED POSITIONS

Affiliate Liaison to NCTE: Tom Scott, UW-Milwaukee
Archivist: Emily Tymus Ihrke, University School of Milwaukee
Awards Coordinator: Brad Bryan, Tomah High School
Diversity Chair: Justina Plemon, St. Mary's Catholic MS, Neenah
DPI Liaison: Bianca Williams-Griffin
Intellectual Freedom Committee Chair: John Schad, Kohler Middle School
Professional Issues Committee Chair: Sarah Rowse-Borelli, New Berlin Eisenhower High School
WCEE Chair: David Roloff, UW-Stevens Point
WCTE Update Editor: Linda Barrington, Mount Mary University
Website Coordinators: Linda Barrington, Kelly Seefeldt
Wisconsin English Journal editor: John Pruitt, UW-Rock County

MESSAGE FROM THE PRESIDENT >> John Schad



“The members of WCTE not only go above and beyond for their students, but also put so much energy into making our careers as English teachers better in Wisconsin.”

The holiday season is always an important time for reflecting on what we are thankful for and spreading goodwill to others. Fortunately in education, we are surrounded by people who constantly give freely of their time and resources for the good of others. The members of WCTE not only go above and beyond for their students, but also put so much energy into making our careers as English teachers better in Wisconsin. Although many times these efforts go unnoticed, I wanted to take this opportunity to thank our members for the sacrifices they make for our organization and their fellow teachers in the state. I would also like to thank all of you for dedicating your lives to making our students better readers, writers, and global citizens! In order to make your voices heard when it comes to teaching in Wisconsin, WCTE continues to represent all English teachers by staying politically active and offering useful resources to educators while providing important networking opportunities to our members.

Although our board members are dedicated to acting as advocates for English teachers in Wisconsin, the most important part of our organization is truly all of you, grassroot members of the Wisconsin English teaching cohort. Without you, we would not have anyone to represent, and the resources we provide would go unused. As we reflect on our mission, I wanted to remind you of the resources WCTE works hard to provide you with each year:

WHAT DO WE DO?

- Our annual workshops and conventions bring nationally known speakers to inform, inspire, and provide sessions to share teaching ideas and strategies with our members.
- WCTE serves as the “voice” of our profession in the state, taking positions on issues that affect teachers and the ways in which we work with students. The stronger our membership base, the

stronger will be the voice with which we can speak.

- The [Wisconsin Literary Map Project](#) is an on-going project of WCTE. It includes author pages, information, and links to enhance the teaching and reading of works by Wisconsin authors.

WHAT ARE THE BENEFITS OF BEING A MEMBER OF WCTE?

- Members receive access to the online [Wisconsin English Journal](#), an outstanding, peer-reviewed journal with articles of interest to all English teachers both in our state and across the nation. Our award-winning newsletter keeps members informed about organizational information and provides insights into teachers’ classrooms.
- Members are eligible to apply for or nominate others for WCTE awards, including the Intellectual Freedom Award which is designed to acknowledge the work done by educators who teach and extol the tenets of free speech.
- Our website provides many relevant items including teaching resources and information about upcoming events.

Again, as we reflect on what we are thankful for, I feel so blessed to be part of an organization that does what is best for others. I am also thankful for all of our members and all of the English teachers in our state. If you are already a contributing member of our organization, thank you for your dedication! If you are not currently a member, but believe in our cause, please consider joining our network of teachers who continue to make education better in Wisconsin! To join and learn more about us, please visit www.wcteonline.org or find us [@WCTEorg](https://www.facebook.com/WCTEorg).

Happy Holidays!

John Schad

WCTE President



schadj@kohler.k12.wi.us

BOARD OF DIRECTORS

President, Intellectual Freedom Chair
John Schad, Kohler MS

schadj@kohler.k12.wi.us

First Vice President

Kelly Seefeldt, P.J. Jacobs MS,
Stevens Point

kseefeld@pointschools.net

Second Vice President, Diversity Chair

Justina Plemon, St. Mary’s Catholic MS,
Neenah

justina.plemon@gmail.com

Past President

Marianne Potter, Stevens Point Area HS

mpotter@pointschools.net

Secretary

Jennifer Kieren, Ellsworth Community HS

kierenj@ellsworth.k12.wi.us

Treasurer, Membership, NCTE liaison

Tom Scott, UW-Milwaukee

tscott2@uwm.edu

Pooley Trust Officer, Webmaster

Lynn Aprill, CESA #8

laprill8@gmail.com

District Director Liaison

Lynn Aprill, CESA #8

laprill8@gmail.com

District Directors

#1 Jeff Carter, Hartford Union HS

jeff.carter@huhs.org

#1 Peg Grafwallner, Reagan IB HS, Milwaukee

peggrafwallner@hotmail.com

#2 Sarah Rowse-Borrelli, Professional Issues

Chair, New Berlin Eisenhower HS

sarah.rowse-borrelli@nbexcellence.org

#4 Kara Nelson-Sommerfeldt, Arcadia HS

sommerfeldtk@arcadia.k12.wi.us

#4 Brad Bryan, Tomah HS

bradbryan@tomah.k12.wi.us

#5 Amanda Sweet, Stevens Point Area HS

asweet@pointschools.net

Chelsea Gruetzmacher

P.J. Jacobs MS, Stevens Point

cgruetzmacher@pointschools.net

#6 Patrick Osowski, Awards Chair,

Fond du Lac HS

osowskip@fonddulac.k12.wi.us

#6 Katie Herrmann, Hartford Union HS

katie.herrmann@huhs.org

#7 Mary Beth Desens,

Cedar Grove-Belgium HS

mbdesens@cgbrockets.com

#9 Holly Caudill, Lakeland Union HS

caudill@luhs.k12.wi.us

#9 Jaimie Erickson, Lakeland Union HS

erickson@lakelandunion.org

#10 Caroline Hickethier, Cornell SD

chickethier@cornell.k12.wi.us

#12 Tanya Sponholz, Prescott HS

sponholz@prescott.k12.wi.us

Convention Manager

Marti Matyska, mamatyska@gmail.com

WCEE Chair

David Roloff, UW-Stevens Point

droloff@uwsp.edu

Professional Issues Chair

Lynn Frick, Sauk Prairie HS

lynn.frick@saukprairieschools.org

Archivist

Emily Ihrke, University School of Milwaukee

eihrke@usmk12.org

Wisconsin English Journal Editor

John Pruitt, UW-Rock County

pruittj@uwr.edu

WCTE Update Editor, Webmaster

Linda Barrington, Mount Mary University

lbarrington@wi.rg.com

DPI Liaison

Bianca Williams-Griffin,

bianca.williams-griffin@dpi.wi.gov

Executive Director

Lynn Frick, Sauk Prairie HS

lynn.frick@saukprairieschools.org

CONVENTION WRAP-UP >> Linda Barrington

Pre-convention workshops feature Greater Madison Writing Project

With an emphasis on writing, the Thursday afternoon workshops were directed by teachers and leaders from the Greater Madison Writing Project. One of the first sessions was presented by Mark Nepper from Madison West High School. He focused on the promotion of student-centered classrooms through increased student questioning.



Mark Nepper explains the Heritage Project, a way to increase student questioning in pre-writing.



Stephanie Hurt and Bryn Orum lead a session based on the National Writing Project's College, Career and Community Writers Program (C3WP).



Monica Natzke and Emily Nowak discuss a questioning tactic for students writing about people in their families. Natzke and Nowak teach at Marathon Area Elementary School in Wausau.



Bianca Williams-Griffin takes notes during the first session of workshops. She is WCTE's new liaison with the Department of Public Instruction.



Rebecca Kuhl talks with Colleen Buetow about non-traditional assessment and how to use it with their classes. Kuhl teaches at New Glarus High School and Buetow teaches at P.J. Jacobs Middle School in Stevens Point.

photos by Linda Barrington

WCTE Board confers Chisholm Award on Linda Barrington

Presentation remarks given by Lynn Aprill at the WCTE convention, Oct. 20 in Madison

The most prestigious award which is conferred by the board of the Wisconsin Council of Teachers of English is the Chisholm Award for Distinguished Service to the Profession of English Language Arts in Wisconsin. The award is given to English educators who have spent their career giving of their time and talents to advance the ideals of English education in Wisconsin. At the 2018 annual convention, WCTE recognized Linda Barrington with the Chisholm Award for distinguished service to the profession of the teaching of English language arts in Wisconsin.

A little background on Linda. She received her B.A. in English from Mount Mary University and her M.A. in English Literature from UW-Milwaukee.

For 32 years, Linda taught English, speech and journalism at Wauwatosa East High School. After retiring from East, she joined Mount Mary as an adjunct instructor in the Education Department. For the last 10 years she has been the graphics adviser for the student magazine. She has been a long-time member of the WCTE Board of Directors. In addition, Linda is a journalist involved with a national mentoring program for new journalism teachers and is currently the Executive Director of the Kettle Moraine Press Association (KEMPA).

Beyond these statistics, Linda is the heart of WCTE communication. She creates advertising for the convention; she designs programs; she is one of two members who manages the website; and she is the editor of the Update, a newsletter that, on three occasions, has received the National Council of Teachers of English (NCTE) Affiliate Newsletter of Excellence Award.



Board member Marti Matyska (left) nominated Linda Barrington (center) for the Chisholm Award. Lynn Aprill (right) presented the award at the WCTE convention in October. The award is given for distinguished service to the profession of English language arts in Wisconsin

The Update is relevant and valuable to all English teachers in our state. As an outstanding newsletter, it keeps members informed of books to read, information from DPI, and what's happening in related fields. But it goes beyond that. As editor, Linda ferrets out classroom ideas, procedures and lesson plans. She provides our audience with what every classroom teacher is looking for: something engaging that students can do on Monday morning.

Linda is a talented journalist who truly promotes the teaching of English/ Language Arts, and the WCTE board is pleased to recognize Linda Barrington with the Chisholm Award for her accomplished career.

“
THANK YOU
to all on the WCTE Board for this award and for committing their time and talents to the betterment of English education in Wisconsin.
~ Linda Barrington
”

Chisholm Award: Background and Recipients

The Wisconsin Council of Teachers of English presents this award for distinguished service to the profession of the teaching of English/ Language Arts in Wisconsin.
Note: Francis Chisholm died in 1965.

1966 **Helen C. White**
1967 *None/missing*
1968 **Gordon Folsom**
1969 **Sr. Mary Hester, SSND**
1970 *None/missing*
1971 **Gladys Veidemanis**
1972 **Nicholas Karoides**
1973 **Margaret Ziesdorf**
1974 **John W. Morris**
1975 **Edythe Daniel**

1976 **Jane Reed**
1977 *None/missing*
1978 **Clarence Brown**
1979 *None/missing*
1980 **Lee Burress**
1981 **Nancy Hoefs**
1982-1984 *None/missing*
1985 **Mary K. Croft**
1986 *None/missing*
1987 **Helen Heaton**
1988-2002 *None/missing*

2003 **Marti Matyska**
2004-2007 *None/missing*
2008 **Thomas Scott**
2009 **Carol Conway-Gerhardt**
2010 *None*
2011 **Senator Herb Kohl**
2012 **Lynn Aprill**
2013 *None*
2014 *None*
2015 **Beth Torrison**

2016 **Kathleen Nelson**
2017 *None*
2018 **Linda Barrington**

If you have names of missing recipients or can verify years when no award was given, contact Marti Matyska at mamatyska@gmail.com

WCTE wins NCTE Affiliate Membership Award

For the first time, the Wisconsin Council of Teachers of English has won the Kent D. Williamson Affiliate Membership Award. Kelly Seefeldt accepted the award at the Affiliate breakfast at the national convention in November.

The purpose of the award is to encourage affiliates to establish and achieve high standards of performance for their programming and to honor those affiliates which meet these standards. Qualifications for the award represent standards of excellence to which all affiliates should aspire, according to NCTE.

Although affiliates may achieve this level of excellence annually, this is the first time WCTE has been so honored.


The award is a certificate and 20 name badge stickers for winning affiliate members to wear at the NCTE Annual Convention and/or affiliate meetings.

Affiliates nominate themselves by completing the submission form and providing descriptions of programs, copies of publications, and other appropriate documentation to the participating Standing Committee on Affiliates (SCOA) representative.




Kelly Seefeldt, first vice-president of WCTE, accepted the award at the Affiliate breakfast at the national convention in November. WCTE also won Affiliate Awards for newsletter and website.

ADVERTISEMENT




EXPAND YOUR NETWORK
Winter Advisers Seminar
Lake Lawn Resort:
Design and more with
Logan Aimone,
March 1-2, 2019




IMPROVE MEDIA SKILLS
Your publication
will receive awards
and suggestions for
improvement with
your KEMPA
critique.

SEND YOUR STUDENTS
Summer Workshop at
Marquette University:
writing, design, photo,
yearbook, leadership
July 14-17, 2019
www.kempasjw.com


KEMPA SJW 2019
"TALE AS OLD AS TIME"




SUPPORT STUDENT GROWTH
Attend Fall
Conference at
UW-Whitewater
60+ sessions
1,000+ attendees
Oct. 11, 2019




INVITE US TO YOUR SCHOOL
We'll bring you a Day
Workshop, delivered at
your school, when you
want, on the topics
you want.




SCHOLARSHIPS FOR STUDENTS
Seniors can apply for a
college scholarship based
on their work with
your publication.




SAVE MONEY
Members
pay less for
all KEMPA
events.



GET A MENTOR
Trained, experienced
JEA advisers are ready
to help new KEMPA
advisers.



ENTER CONTESTS
Individual student
contests in the spring with
awards presented at
Fall Journalism
Conference



NOMINATE PEOPLE FOR AWARDS
Friends of journalism,
administrators, teachers,
members of
the press

The KEMPA Advantage
Join/Renew Now

MEMBERS GET MORE

Membership year:
June 15 to June 15

Kettle Moraine Press Association

www.KEMPAjournalism.org



Latest updates from DPI, around the state

The last few months in my new position have been exciting as well as inspiring. I had the pleasure of meeting with professional organizations across the state; the local Writing Projects ([University of Wisconsin–Milwaukee](#), [Greater Madison](#), and [Fox Valley](#)), the fall board meetings for the Cooperative Children’s Book Center ([CCBC](#)), Wisconsin High School Forensics Association ([WHFSA](#)) and the Wisconsin Council of Teachers of English (WCTE).

In addition, I attended the 2018 Conference of English Leadership ([CEL](#)) in Houston, Texas, where I had the opportunity to spend time with WCTE’s very own 1st Vice President, Kelly Seefeldt, who is a part of the Emerging Leaders Fellowship program for CEL.

The opening keynote was given by Pernille Ripp, an award winning expert in literacy and technology integration; she is also an author, speaker and blogger ([pernillesripp.com](#)). Pernille, a 7th grade teacher in Oregon, Wis., called for the educational community to have the “...courage to change...the rules for the good of kids and education.”

School districts in the state of Wisconsin are creating and implementing cutting-edge instructional strategies. In Milwaukee, a culturally responsive teaching cohort, facilitated by Milwaukee Public School’s (MPS) Equity Specialist Latish Reed and Culturally Responsive Practices Coordinator, LaTasha Fields, brings together teachers who are interested in expanding their knowledge of Culturally Responsive

classroom practices.

The Milwaukee Public Schools Community Schools Initiative, in Partnership with the [United Way of Greater Milwaukee & Waukesha County](#), held a Community School Mini-Conference entitled: *Community Schools as an Equity Strategy*.

Jose Munoz, the national director of the [Coalition for Community School](#), addressed the MPS Community School staff. His presentation highlighted the positive effects Community Schools have on children and families. He defined the Community Schools model as “...a model that seeks to eliminate any barriers a child may experience that could potentially hinder their access to educational success.”

As a part of my vision to create opportunities for collaboration among professional organizations in the state of Wisconsin, a partnership between [CESA 5](#), Portage High School and the Greater Madison Writing Project (GMWP) has been established.

These separate organizations are working collectively to bring innovative professional development to the state of Wisconsin with a two day workshop for educators, [College Career and Community Writers program](#) ([Registration Link](#)).

I would like to thank Maggie Trendera (Reading Curriculum Specialist, CESA 5), Mark Dziedzic (Director, GMWP), Jo-Ellen Fairbanks (Assistant Principal, Portage High School), and the Portage High School English department, for taking time out of their busy schedules to work on this collaboration.



Bianca Williams-Griffin, DPI
bianca.williams-griffin@dpi.wi.gov

Continued on next page

Literacy Updates

High-Quality Professional Learning and Instructional Materials

On Nov. 9, The Department of Public Instruction hosted a free, full-day workshop at local CESAs for school-based teams to:

- Learn how high-quality instructional materials can increase equity
- Determine how to review instructional materials for quality
- Explore options related to materials selection and professional learning
- Examine research that supports connections between standards-aligned instructional materials, professional learning, and student achievement in English language arts and mathematics.

Featured guest presenters Eric Hirsch, Executive Director of [EdReports](#) and Kate Gerson, Chief Executive Officer, of [UnboundEd](#), addressed school and district based teams of teachers, principals, directors of curriculum & instruction, educators for teacher prep programs, and designers of educator professional learning. The Assistant State Superintendent of the Division of Academic Excellence (DPI), Dr. Sheila Briggs, also addressed the Wisconsin educators who participated in the workshop. Videos from this event will be available to view on the DPI [Instructional Materials & Professional Learning website](#) in the near future

Teacher Education, Professional Development, Licensing

- DPI has created a [one-page guide](#) to explain the different licensing.
- **Reminder:** You can find the most up to date information about licensing categories on the [Teacher Education and Professional Development website](#).

Special Education

The 2018-19 Forward Exam Accessibility Guide:

The [Accessibility Guide](#) provides information about the universal tools available to all students, and the designated supports and accommodations that are available for those students who need them during the administration of the Forward Exam.

Academic Standards

- English Language Arts Standards are scheduled for review; the review process will start in July, 2019.
- [Standards review and revise process](#)
- [Timeline for review of Wisconsin Academic Standards](#)
- For more information on content area standards click this link.

English/Language Arts Modes of Communication

For up-to-date information, resources, and helpful instructional ideas and resources, join our communities!

- Join DPI ELA Google+ Community: <http://bit.ly/1S7vUrL>
- Follow WI DPI Literacy Twitter: <https://twitter.com/WisDPILit>
- Join the Listserv: englishk16@lists.dpi.wi.gov

Join us for WCTE's new Twitter Chats @WCTEorg #wctechat on 4th Tuesdays



If you have not already joined us for our new Twitter chats, now is the time!

Previous chats have discussed:

- Successes and Challenges of Being an English Teacher in Wisconsin
- Tips for Engaging Students
- Personal and Professional Reading Recommendations
- Lesson Recommendations
- Testimonials – Why Did You Become an English Teacher?

This is such a cool way to connect with English teachers around the state! Join the wave of teachers who are looking for practical advice to improve their teaching practice and share your thoughts and expertise in our next chat:

Dec. 17, 2018 @ 8 p.m.	Choice Reading	Jennifer Kiernen
Jan. 21, 2019 @ 8 p.m.	Test Taking Skills	Sarah Rowse-Borelli
Feb. 25, 2019 @ 8 p.m.	Books We Love	Holly Caudill
Mar. 26, 2019 @ 8 p.m.	Writing Skill Ideas	Tanya Spanholz

ADVERTISEMENT

Forensic Speech Activities

This winter/spring semester, encourage your students to participate in interscholastic middle or high school speech activities, where they can strengthen reading and writing skills, and develop higher proficiency in often underdeveloped literacy zones of listening and speaking. All the while, they will build confidence and raise awareness of important social issues.

Last February, students from Parkland, Florida turned a crisis into a nationwide movement for advocacy. Those Parkland students are part of the Broward County School District, where every single school participates in speech and debate activities, preparing them to have the will to express their concerns.



Visit whsfa.org and click on the "Speech" or "Middle Level" menus; call (920) 710-1895; or email office@whsfa.org. We can help your school get started or assist in building your program.



HOME / CURRENT ISSUE / FALL 2018 CALL FOR PAPERS: TEACHING ENGLISH LANGUAGE ARTS IN RURAL SCHOOL DISTRICTS

PUBLICATIONS >> John Pruitt, WEJ editor

Wisconsin English Journal welcomes articles, board members

ANNOUNCEMENT 1

You can now follow Wisconsin English Journal on Twitter @[WisconsinEngli1](#)! And don't forget the Facebook page at <https://www.facebook.com/wisconsinenglishjournal/>.

ANNOUNCEMENT 2

The editorial board is seeking representation from two middle school and two high school teachers. These positions are unpaid, but they contribute nicely to PDPs.

Editorial board members:

1. read and critique submissions based on their interests and specializations
2. solicit submissions from colleagues
3. advise the editor on the journal's direction
4. should be current members of the Wisconsin Council of Teachers of

English (<http://www.wctonline.org/>)

Send a statement of interest to the editor, John Pruitt, at pruittj@uww.edu. To learn more about the journal, visit the website at <https://wisconsinenglishjournal.org/> and the Facebook page at <https://www.facebook.com/wisconsinenglishjournal/>.

ANNOUNCEMENT 3

We not only welcome your submissions — we also welcome book reviews! For a list of current titles and guidelines, visit <https://wisconsinenglishjournal.org/books/>.

EDITORIAL BOARD

Editor

John Pruitt
UW-Whitewater,
Rock County

Editorial Board

Heather Carroll
UW-Waukesha
Lynn Frick
Sauk Prairie High
School
Bailey Herrmann
UW-Oshkosh
Wendy Kropid
UW-Superior
Kristine Lize
UW-Milwaukee
Donna Pasternak
UW-Milwaukee

Interesting things you'll find on the Wisconsin English Journal website

- ✿ *Current issue*
- 📅 *Archives back to the 1960s*
- 📄 *Submission guidelines*
- 👤 *How to become a reviewer*
- 📖 *Recent book titles available for review*
- 📢 *Call for papers*



WCTE BOARD MEMBER PROFILE

WCTE treasurer, membership chair, Tom Scott

Professional organizations have played a significant role in my working life — well, actually, in my social life as well since I have made a number of long-term friendships through them.

Oddly, before I was involved with the Wisconsin Council of Teachers of English, I belonged to and worked with the National Council of Teachers of English and one of its constituent groups, the Conference on English Leadership. I'm not sure why that was; perhaps, I was unaware back then of the rich resources WCTE offered through its annual conventions, its publications and its position statements on state-wide issues.

In any case, once I found my way to WCTE some 30 years ago, I never left the organization and have enjoyed serving it in a variety of capacities: convention program chair, president, NCTE liaison, and now executive treasurer and membership chair. I am grateful for all the experiences I have had through WCTE and for the many,

many people who have contributed to those.

I began my teaching career in 1968 in the high school in Menomonee Falls. It was a turbulent time with the Viet Nam War going on and young people protesting across the country, but it was also a fascinating time in which to begin my teaching; students were so politically and morally invested in objecting to cultural values and actions they found abhorrent.

I'm sure I wasn't very good, but students were kind and I quickly knew that this was a calling for me; I loved what I was doing, being with young people and creating lessons I thought would engage my students in worthwhile learning. In any case, I stayed at Menomonee Falls for many years, eventually becoming a department

chair, the chair of reading/language arts, and the writing assessment coordinator for the district. I loved my work.

While at Menomonee Falls, I also finished a Master's at Marquette University and a doctorate at UW-Milwaukee. My focus was on the Modernist writers: Hemingway, Fitzgerald, Joyce, Faulkner, Eliot, Woolf, Proust, etc., writers I still enjoy reading.

My dissertation about Ezra Pound's work in promoting young Modernist writers by showcasing their early work in "The Little Review" was picked up and published by New Directions Press in New York and Faber and Faber in London. Wow! That was a high for me.

Eventually, in 2005, I left Menomonee Falls to teach full-time in the English Education Program at the University of Wisconsin-Milwaukee, where I am still teaching.

As a teacher, and maybe particularly as a teacher of English, I think we need to be continually asking ourselves, "Why am I doing what I'm doing? What do I see as the ultimate educational outcome for my students and are my practices contributing to that outcome?"

Frequently, we hear the slogan that the outcome of K-12 education ought to be students who are "college and career ready," that if they have developed the skills identified in our Standards, then the educational program they have experienced has been a success.

Of course, I want my students to have literacy skills that will serve them well, but I also think accepting college and career readiness as the ultimate goal of K-12 education bespeaks a narrow, inadequate vision of what we ought to be about.

To me, skills are a means to an end, not the end themselves. At its core, education ought to be about exploring deep personal, ethical, social and political questions: What does it mean to be a human being? How should we live? What is of value? How do we create a local, national, and global community that reveres life and is equitable for all?

These and other questions

Contact Info

Tom Scott

UW-Milwaukee



tscott2@uwm.edu



At every convention Tom Scott greets attendees as they check in. He takes care of registration, nametags and other details to help each convention run smoothly.

Photo by Linda Barrington

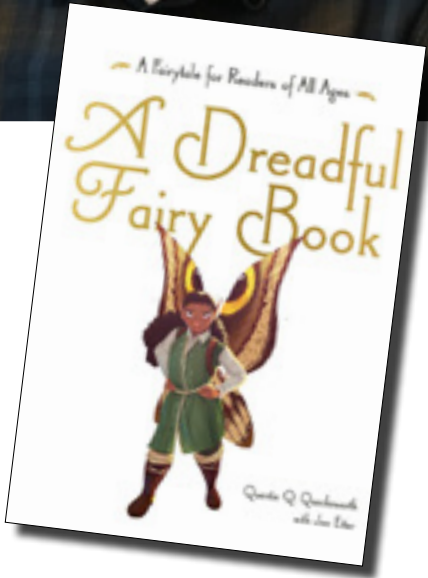
ought to be driving our studies. The discipline of English offers a unique opportunity to think about these questions about meaning and significance because of the central place that the reading of texts — literary and otherwise — plays in our classrooms. Texts which explore these questions in aesthetic and more prosaic ways can touch not only our minds, but our hearts and souls as well.

In our current educational climate of standards, standardized testing, and reductionist thinking about the purpose of schooling, I believe English teachers in particular need to articulate constantly a broader, more humane, humanistic vision of the goals of our profession.

“
I BELIEVE
English teachers in particular need to articulate constantly a broader, more humane, humanistic vision of the goals of our profession.
”

Wisconsin teacher writes 'dreadful' book

Jon Etter teaches English at Wauwatosa East High School. Lots more information at his [website](#): how to contact him, other published works, events, etc.



ETTER'S TIPS FOR GETTING PUBLISHED

1. **MAKE THE TIME TO WRITE.** If you have time to binge watch something on Netflix, you have time to write.
2. **GET FEEDBACK.** I shared early drafts with friends and got into a writers group.
3. **RESEARCH AGENTS AND SUBMIT YOUR WORK.** Probably your best resource: www.manuscriptwishlist.com.
4. **DON'T GIVE UP.** Number of rejections on my first book: **over 100**. "A Dreadful Fairy Book": **50** before I got an agent. Total rejections for all my writings: **over 400** and counting.



TEACHER TRAVEL

GEEO offers cultural opportunities for teachers

CAUSES: Arts & Culture, Cultural & Ethnic Awareness, Education, Elementary & Secondary Schools, International, Literacy, Promotion of International Understanding

MISSION: Understanding the world has never been more important to America's success than it is today, and for our understanding, we depend first on our teachers. Teachers with experience abroad gain fresh perspectives on the world, its peoples, and its natural environments. When the teachers return to their classrooms, students benefit from their instructors' time abroad. GEEO is a 501c3 tax exempt non-profit organization that has been created to help and encourage teachers to travel abroad. We hope to serve as a valuable resource to educators who wish to explore the world in order to understand it better.

RESULTS: Founded in 2007, we have sent over 2,400 educators abroad. Over 400,000 students have been educated with our curriculum, hopefully inspiring them to follow in their teacher's footsteps and explore the world.

TARGET DEMOGRAPHICS: Educators of all subjects, levels and nationalities

DIRECT BENEFICIARIES PER YEAR: Over 400 teachers

GEOGRAPHIC AREAS SERVED: Worldwide, but mostly with American teachers

PROGRAMS: Tours for teachers - enable educators to travel internationally to further classroom education



"I participated in the Iceland trip, and it was fabulous! The trip was well planned, our guide was excellent, and the country is breathtakingly beautiful! Some of the highlights included whale watching — whales right beside our boat for over an hour, a glacier hike, hikes to the top of waterfalls, watching puffins and fun with colleagues. GEEO put together an amazing trip that was educational and fun. I'm already looking forward to my next trip with GEEO!" ~ Ann Cook P.



"I had the most wonderful experience going to Ireland through the GEEO organization. The people that I met on my trip was the best part and it would not have happened without the background work of Jesse and GEEO. Not only did I have an amazing time, I was able to use the experience in the classroom already! I would recommend GEEO to anyone!" ~Kaitlyn U.

GEEO is offering the following travel programs for 2019: Borneo, Bolivia, Bangkok to Hanoi, Camino de Santiago, Central Europe, The Galapagos Islands, Greece, Iceland, China, India and Nepal, Jordan, Egypt, Ethiopia, Tibet, Madagascar, Ireland, The Baltics, Paris to Rome, Multi-Stan, Sri Lanka and The Maldives, Morocco, Mongolia, Peru, Vietnam/Cambodia, and The Balkans. The registration deadline is June 1, but space is limited and many programs will be full well before the deadline.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at <https://geeo.org>.

~ Jesse Weiss, Executive Director, GEEO Teacher Travel Programs
Phone: 1-877-600-0105 Email: jesse@geeo.org



Wisconsin Fellowship of Poets Student Poetry Contest

**Winning poems will be published
in the 2020 Wisconsin Poets' Calendar**

Contest is open to any Wisconsin student in grades 6 to 12
Junior division (grades 6-9) | Senior division (grades 9-12)

Prizes in each division:

1st prize of \$75

2nd prize of \$50

3rd prize of \$25

NO ENTRY FEE

Entry deadline for Student Poetry Contest
Saturday, Jan. 13, 2019

Go to <https://tinyurl.com/poetryguidelines> for full submission rules.

Looking for a good book?

Check out these titles, shared by the WCTE Board



Mary Beth Desens
Cedar Grove-Belgium
High School

Radium Girls: The Dark Story of America's Shining Women by Kate Moore

The Curies' newly discovered element of radium makes gleaming headlines across the nation as the fresh face of beauty, and wonder drug of the medical community. Meanwhile, hundreds of girls toil amidst the glowing dust of the radium-dial factories. The glittering chemical covers their bodies from head to toe; they light up the night like industrious fireflies. With such a coveted job, these "shining girls" are the luckiest alive — until they begin to fall mysteriously ill.

Written with a sparkling voice and breakneck pace, "The Radium Girls" fully illuminates the inspiring young women exposed to the "wonder" substance of radium, and their awe-inspiring strength in the face of almost impossible circumstances. Their courage and tenacity led to life-changing regulations, research into nuclear bombing, and ultimately saved hundreds of thousands of lives... ~Goodreads



Brad Bryan
Tomah High School

Bog Child by Siobhan Dowd

Digging for peat in the mountain with his Uncle Tally, Fergus finds the body of a child, and it looks like she's been murdered. As Fergus tries to make sense of the mad world around him — his brother on hunger-strike in prison, his growing feelings for Cora, his parents arguing over the Troubles, and him in it up to the neck, blackmailed into acting as courier to God knows what — a little voice comes to him in his dreams, and the mystery of the bog child unfurls.

"Bog Child" is an astonishing novel exploring the sacrifices made in the name of peace, and the unflinching strength of the human spirit. ~Goodreads



Tom Scott
UW-Milwaukee

The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives by Dashka Slater

One teenager in a skirt.
One teenager with a lighter.
One moment that changes both of their lives forever.

If it weren't for the 57 bus, Sasha and Richard never would have met. Both were high school students from Oakland, California, one of the most diverse cities in the country, but they inhabited different worlds. Sasha, a white teen, lived in the middle-class foothills and attended a small private school. Richard, a black teen, lived in the crime-plagued flatlands and attended a large public one. Each day, their paths overlapped for a mere eight minutes. But one afternoon on the bus ride home from school, a single reckless act left Sasha severely burned, and Richard charged with two hate crimes and facing life imprisonment. The case garnered international attention, thrusting both teenagers into the spotlight. ~Goodreads



Marianne Potter
Stevens Point Area H.S.

Lethal White (Cormoran Strike #4) by Robert Galbraith (pseudonym), J.K. Rowling

When Billy, a troubled young man, comes to private eye Cormoran Strike's office to ask for his help investigating a crime he thinks he witnessed as a child, Strike is left deeply unsettled. While Billy is obviously mentally distressed, and cannot remember many concrete details, there is something sincere about him and his story. But before Strike can question him further, Billy bolts from his office in a panic.

Trying to get to the bottom of Billy's story, Strike and Robin Ellacott — once his assistant, now a partner in the agency — set off on a twisting trail that leads them through the backstreets of London, into a secretive inner sanctum within Parliament, and to a beautiful but sinister manor house deep in the countryside.

And during this labyrinthine investigation, Strike's own life is far from straightforward: his newfound fame as a private eye means he can no longer operate behind the scenes as he once did. Plus, his relationship with his former assistant is more fraught than it ever has been — Robin is now invaluable to Strike in the business, but their personal relationship is much, much trickier than that.

~Goodreads



Justina Plemon
St. Mary's Catholic Middle
School, Neenah

Scrappy Little Nobody by Anna Kendrick

A collection of humorous autobiographical essays by the Academy Award-nominated actress and star of "Up in the Air" and "Pitch Perfect."

Even before she made a name for herself on the silver screen starring in films like "Pitch Perfect," "Up in the Air," "Twilight," and "Into the Woods," Anna Kendrick was unusually small, weird, and "10 percent defiant."

At the ripe age of thirteen, she had already resolved to "keep the crazy inside my head where it belonged.

Forever. But here's the thing about crazy: It. Wants. Out." In "Scrappy Little Nobody," she invites readers inside her brain, sharing extraordinary and charmingly ordinary stories with candor and winningly wry observations.

With her razor-sharp wit, Anna recounts the absurdities she's experienced on her way to and from the heart of pop culture as only she can — from her unusual path to the performing arts (Vanilla Ice and baggy neon pants may have played a role) to her double life as a middle-school student who also starred on Broadway to her initial "dating experiments" (including only liking boys who didn't like her back) to reviewing a binder full of butt doubles to her struggle to live like an adult woman instead of a perpetual "man-child."

Enter Anna's world and follow her rise from "scrappy little nobody" to somebody who dazzles on the stage, the screen, and now the page — with an electric, singular voice, at once familiar and surprising, sharp and sweet, funny and serious (well, not that serious). ~Goodreads

**Look for more good
book recommendations
in the next WCTE Update
in March**

Wisconsin English Teachers' Calendar of Events, Deadlines



January

- Jan. 12** Entry deadline for **Student Poetry Contest**, Sponsored by the Wisconsin Fellowship of Poets. Go to <https://tinyurl.com/poetryguidelines> for full submission rules. More information or questions: adambrevard@gmail.com
- Jan. 31** Submission deadline for **NCTE Edwyna Wheadon Postgraduate Training Scholarship**, which provides funding for professional development experiences for English/ Language Arts teachers in public educational institutions. The scholarship supports postgraduate training to enhance teaching skills and/or career development in teaching. http://www.ncte.org/library/NCTEFiles/Sections/Secondary/Wheadon_Guidelines_and_Application.pdf

WCTE Update December 2018

President John Schad	Secretary Jennifer Kieren
1st Vice-President Kelly Seefeldt	Treasurer Tom Scott
Past President Marianne Potter	Update Editor Linda Barrington

February

- Feb. 1** Early (reduced rate) deadline for registration for Winter Advisers' Seminar for journalism advisers. **NEW: Edcamp to be included** Seminar will be at Lake Lawn Resort, March 1-2. Sponsored by the Kettle Moraine Press Association. <https://kempajournalism.org/7450/conferences/winter-advisers-seminar-2019/>
- Feb. 7-9** **The Wisconsin State Reading Association** (WSRA) annual convention. For more information: <http://www.wsra.org/convention>
- Feb. 15** Online submission deadline for **Promising Young Writers**: This school-based writing program emphasizes the importance of writing skills among eighth-grade students. For more information, see <http://www2.ncte.org/awards/promising-young-writers/>
- Feb. 15** Online submission deadline for **NCTE Achievement Awards in Writing**: This school-based writing program encourages high school students in their writing and recognizes publicly some of the best student writers in the nation. For 11th grade students. For more information: <http://www2.ncte.org/awards/achievement-awards-in-writing/>
- Feb. 15-16** WCTE Board meeting at the Cambria Suites in Madison
- Feb. 28** Last day for online or mail-in registration for **Conference on College Composition and Communication** (CCCC) convention in Pittsburgh March 13-16. <http://cccc.ncte.org/cccc/conv>

March

- March 1-2** **Winter Advisers' Seminar** for journalism advisers. Lake Lawn Resort. Sponsored by the Kettle Moraine Press Association.
- March 13-16** **CCCC Convention**, "Performance-Composition, Performance-Rhetoric" in Pittsburgh, Pennsylvania

BOOK CLUB WITH A PURPOSE

The best reading and writing assignments for students are those that are authentic. I always have my students participate in Book Clubs where they read the same book as three or four other students in class and then have time set aside for discussions, but last year, we took those Book Clubs and added another level.

Instead of the groups of students reading any book, we focused on **nonfiction books written about or by refugees**. I worked with our school librarian who was able to purchase some of the books with a grant we applied for, and then we were able to get the others through interlibrary loan. It was eye-opening for the students to read about people who have lived through some terrible ordeals.

These are the books we read:

The Latehomecomer by Kao Kalia Yang

How Dare the Sun Rise by Sandra Uwiringiyimana

Enrique's Journey by Sonia Nazario

City of Thorns by Ben Rawlence

I Will Always Write Back by Caitlin Alifirenka and Martin Ganda

Every Falling Star by Sungju Lee

Here's where the authenticity comes into the assignment. In addition to reading the books, I arranged for a speaker from St. Paul, Minn., to come in. He shared his experiences of being a refugee from Somalia as well as the work he currently does with refugees living in the Midwest. The students also read articles that provided both positives and negatives about allowing refugees into the United States. With their heads full, the students participated in a Socratic Seminar where they were able to synthesize the information from the books, speaker and articles. Finally, they wrote letters to an elected official where they took a stance on whether or not the United States should allow more refugees into the country. The students were pleased when they received responses back.

The benefits for the students were three-fold. First, the students were able to have choice in what they read. Second, they had the shared experience of reading a nonfiction book and discussing it with their peers. Finally, since the students live in a small, sheltered community, they were exposed to more of the world and ultimately were able to see that the same issues they hear about in the news exists right here in our community.



Tanya Sponholz, English teacher and forensics adviser

 sponholz@prescott.k12.wi.us

