NEW AT THE 2020 SATURDAY CONVENTION

Join cohort to discuss ‘Passionate Readers’

In a shift from past practice, the 2020 WCTE convention will be a one-day event in Madison on Saturday, Oct. 17.

And, would you like a FREE book and a chance to collaborate with English teachers throughout the state?

Each year after the WCTE annual convention, teachers leave with so many ideas for their classrooms but then have to go back to try the new strategies all by themselves. WCTE would like to change that!

This year, we would like to create a cohort of teachers to read and discuss “Passionate Readers” authored by our keynote speaker, Pernille Ripp.

If you agree to join us, here’s what you’d get:

• A free copy of Pernille’s book
• A group of teachers to share your experiences with
• A support group to help you utilize ideas in your classroom

Here’s what we’d like in return:

• Attendance at the “Passionate Readers” breakout session at 2020 WCTE Convention
• Utilize some of Pernille’s ideas in your classroom
• An active involvement in the group’s email communications
• Help organize an action plan for the cohort

Limited to the first 15 applicants!

Who: Pernille Ripp, keynoter
When: Oct. 17, 2020
Where: Crowne Plaza
4402 E. Washington Ave.
Madison, WI 53704

More Convention NEWS on page 3.
MESSAGE FROM THE PRESIDENT

Kelly Seefeldt
WCTE President

Dear WCTE Members,

Things are not business-as-usual for educators in Wisconsin. Never before, in most of our lifetimes, let alone careers, have we seen such sweepingly mandated school closures. I know many of you were looking forward to a relaxing and restorative spring break, but you will now be spending countless hours moving your curriculum online and trying to adapt your lessons for virtual learning. I also know you’re worried about your students, your families and your fellow Americans as we collectively navigate these challenging times.

Now, more than ever, it is important to lean on and learn from each other. Although we may not be able to do so in person, we are fortunate to live in a world where technology has opened up a network of people and resources that we can tap to help us navigate these uncharted waters. Our organization is dedicated to doing our part. We have already started sharing online resources and tools on our social media platforms and will continue to do so over the coming weeks. We hope our membership can come together online now in the same way we do face-to-face at conventions, by sharing teaching strategies and lesson ideas and by supporting each other as a community.

At our most recent board meeting, one of the most important things we discussed was how to serve you, our membership. This is an on-going conversation for our board of directors and executive committee, but one aspect of our conversation that has become particularly relevant in the last few days was that while our role as an organization is changing, it is in response to changes happening in our profession and the very teaching of English Language Arts. With the changing landscape that is ELA instruction, we as teachers and an organization need to adapt to those changes to best serve our students and our membership.

Beyond the changes to what teaching and learning looks like for many teachers and students in the coming weeks, another big change on the horizon is the updates being made our Wisconsin Standards for English Language Arts. I encourage you to seek out WCTE as a source of support for implementing those standards. We have some things in the works to help support teachers in the implementation of these standards and what these changes mean for our teaching practice and our students. WCTE leadership is committed to supporting you beyond our current situation and into the future of ELA instruction in Wisconsin.

Communications will be sent out via membership emails, our social media and our website, so please be on the lookout for those things and engage with them as much as you can. Remember, we are in this together.

As always, it is a pleasure to serve you. Thank you again for your participation in our organization and for your time.

Sincerely,

Kelly Seefeldt
WCTE President

kseefeld@pointschools.net
2020 Convention >> Justina Plemon, Convention Chair

CALL FOR CONVENTION PROPOSALS

Join us and keynote speaker, Pernille Ripp, and share your expertise with your ELA colleagues from around the state, by presenting at this year’s Wisconsin Council of Teachers of English annual convention in Madison, at the Crowne Plaza on Saturday, Oct. 17, 2020.

Please note: We are unable to pay our break-out session speakers or provide free admittance to the convention, but those with accepted proposals will receive a year’s free WCTE membership. With this membership comes a convention discount.

Please contact Justina Plemon (justina.plemon@gmail.com) and Lynn Frick (lynn.frick@saukprairieschools.org) for more information.

FILL OUT PROPOSAL FORM HERE.

Pooley Foundation >> Lynn Aprill, Pooley Trust Officer

Convention grant for new convention attendees to encourage diversity, support attendance

If you’re an English teacher who hasn’t previously attended the WCTE convention, the Pooley Foundation Convention Grant is available to encourage diversity in WCTE membership and to support convention attendance by funding teachers from three demographics (first or second-year teachers, rural teachers, and urban teachers) who have not attended a WCTE convention before. Grant recipients will receive:
• free WCTE membership for one year
• hotel room cost (at state rate) for Friday night at the convention site
• registration for Saturday convention.

The Pooley Foundation Convention Grant will be awarded to one first- or second-year teacher, one rural teacher and one urban teacher. The grant application is here. The application deadline is Friday, Sept. 11. Awardees will be informed of their selection by Friday, Sept. 18 in order to register for the convention and secure substitute teachers. Any questions can be directed to Pooley Foundation trust officer, Lynn Aprill.

STAY CONNECTED

WCTE: We are individuals who share a common bond. We love teaching and our students and literature and writing and journalism and film and, yes, even grammar. We share our knowledge and find value in the friendships and resources that our WCTE community can provide. We are part of a powerful multigenerational and multicultural network of inspired and empowered teachers.

Keep UP TO DATE
Remember to renew and update your membership yearly. If we have your current details, we will send you…
• three e-newsletters a year
• award reminders
• convention updates
• … and more

Be a VOLUNTEER
Opportunities to lend a hand are always available.
The WCTE board has approved a new award that recognizes teachers who place the highest value on diversity and inclusion, both inside and outside the classroom. Bestowed annually, the WCTE Diversity and Inclusion Award will recognize Wisconsin English teachers who create safe spaces for their students, use inclusive teaching strategies, and embrace diversity — especially diversity that mirrors their students’ cultural heritage.

An important quality of the eventual nominee is their willingness to teach diverse texts.

“Students need classroom books with relatable characters,” WCTE Awards Chair Brad Bryan said. “Inclusiveness means students should have access to books with characters who look like they do and who have similar feelings, backgrounds and life experiences.”

Nominees for the award will also be evaluated on their willingness to teach topics that go against mainstream ideology, yet represent the views and experiences of persons and groups that have historically been persecuted and marginalized.

In 2019, WCTE developed an action plan outlining its desire to “collaborate and engage with teachers who represent the full spectrum of ability, color, religion, age, ethnicity, gender, sexuality, and identity.” A hope for the plan is to increase diversity in WCTE publications, events, workshops, conventions, and in the organization itself. The Diversity and Inclusion Award was created alongside this plan.

“A major goal for our board moving forward is to make WCTE, as an organization, more representative of not only the teachers in our state, but also the students we teach,” WCTE President Kelly Seefeldt said. “Through this award and other outreach, we hope to connect with more teachers who are involved in the difficult work of transforming traditional curriculums and educational systems, so that we can learn from them and pass their expertise onto our membership, in turn making ELA education in Wisconsin more inclusive and representative of the experiences of our students.”

The award also draws inspiration from the Southern Poverty Law Center’s Teaching Tolerance Award for Excellence in Teaching and by the board’s recognition of the challenges today’s teachers face in meeting the needs of all students.

The deadline to nominate a teacher or teachers for this award is May 15. Send your nomination to Brad Bryan, Awards chair. Presentation of the award will occur at the annual fall convention.
REALM (Recognizing Excellence in Arts and Literary Magazines) Awards go to nine Wisconsin schools

SUPERIOR
Homestead High School
Mequon
Soliloquy
Faculty Advisor: Rachel Rauch
Student Editor: Frances Mackinnon

EXCELLENT
Arrowhead Union High School
Hartland
Arrowhead Union High School Literary Magazine: A Collection of Creativity
Faculty Advisor: Elizabeth Jorgensen
Student Editors: Rachel Kriehn, Nicole Larson

Brown Deer Middle/High School
Brown Deer
(th)inkwell
Faculty Advisor: Stephanie Snyder
Student Editor(s): Amanda Hoppe, Rueben Mojica, Molly Olk and Mara Staples

Carroll University Pre-College Programs
Waukesha
Horizontes en Carroll
Faculty Advisor: Elizabeth Jorgensen
Student Editor: Miguel Basurto

Edgewood High School
Madison
The Wayfarer
Faculty Advisor: Natalie Koblenski
Student Editors: Liz Cook, Ashley Van De Velde, Sarah Wells, Grace Flynn, Gisele Gosset, Erek Gilbertson

KM School for Arts & Performance
Wales
Ampersand Pages, Volume 4
Faculty Advisor: Mike Weber
Student Editors: Paige Kuhn, Riley Haller

MERIT
Bay Port High School
Green Bay
The Vessel
Faculty Advisor: Vicki Quinn
Student Editor(s): Ellie Engeldinger

McFarland High School
McFarland
Driftwood
Faculty Advisor: Deborah Gradian
Student Editors: Leah Russell & Caenan Cremeens

Lincoln High School
Wisconsin Rapids
Bloodstone
Faculty Advisor: Kurt Jensen
Student Editors: Cale Benitz, Kyleigh Reetz, Anastasia Larson, Callie Mathiesen, Clara Clasen, Allisen Braun, Alaina Bechard, Misty Moon

Wisconsin’s highest ranked high school literary magazine is Soliloquy from Homestead High School in Mequon. Advisor Rachel Rauch talks about their publication and their process.

I co-advise the literary magazine with my colleague, Angie Cicero. She runs the Creative Writing Club and manages the written submissions while our art teachers provide the amazing art, and I oversee the design and production. We took over and re-branded the magazine two years ago. The students chose the new name “Soliloquy” and re-vamped the look to a 6”x9” magazine instead of 8.5”x11”. We also publish twice a year now instead of once.

I already knew we had talented writers and artists, so the key was to find a meaningful way to display their work. This year we went with a thematic approach. We took the judges’ comments from last year and applied them to make an even better product.

As with any product that takes teamwork and trial and error, students learn real-world skills of collaboration, punctuality, vision, innovation and communication.

We combed other literary magazines we knew were well done before we did the rebranding and chose a style that best represented our school.

NCTE Call for entries for 2020 publications:
Entries will be accepted until July 31. Email realm@ncte.org for information.
All applicants must complete the online application form which includes uploading an electronic copy of your magazine.
Submit the $25 entry fee. You may pay online. Otherwise, mail your check.
NCTE is waiving the entry fee for first-time submissions.

Please indicate if this is your first time applying on the application form.
Results are announced in January and posted on the NCTE website. Schools receive a certificate denoting their award, which is sent to the advisor of the school’s literary magazine. In addition, the names of the student editors, literary advisor, and school appear on the NCTE website.
More details at NCTE REALM page.
ELA STANDARDS REVIEW PROCESS

The public comment process for the Wisconsin ELA standards concluded on Feb. 28. The Wisconsin ELA Standards writing team convened on March 5 to address public comments and complete the draft document for the Wisconsin ELA Academic Standards. This draft will be presented to the State Superintendent’s Academic Standards Council on March 17 for a recommendation on adoption to the state superintendent. Once the standards are approved by the council, the finalized copy will be submitted to the state superintendent with the Council's recommendation for her decision on adoption. Final approval is scheduled for early June.

In anticipation of the approval of the revised Wisconsin ELA Standards, the DPI ELA/Literacy Team has been actively working to develop a statewide rollout plan. This plan is being created based on information and feedback from Wisconsin CESAs, professional organizations, and community partners. The expectations for the first year, for Wisconsin districts that adopt the revised standards, will be to learn about the standards and to provide professional development to support staff in their learning of the revised standards. State testing and accountability measures will not reflect the revisions until year three of the adoption.

A sincere thank you, for all of the work and feedback that Wisconsin ELA professionals put into this document. Your work is appreciated by our department and your concern for student success is clearly documented in the revision of the Wisconsin ELA Academic Standards.

EQUITY

During the 2019 WCTE convention, I had the opportunity to provide a workshop that introduced and allowed participants to explore the recently released Instructional Practice Guides for Equitable Teaching and Learning in English Language Arts. The workshop was well received and the Instructional guides can be downloaded from the DPI ELA webpage. To continue the discussion of equity in your school/district, the Wisconsin DPI is hosting several books studies that will explore equity and inclusion in the classroom. These sessions will be posted on the ELA website; they will also be sent out on the Wisconsin PK-12 listserv.

INSTRUCTION

In an effort to partner with Wisconsin school districts to provide quality instructional materials and professional learning in ELA and mathematics, the Wisconsin DPI continues to grow its network of leaders. Most recently convening a network of educators to forward the discussion around curriculum instruction provided in Educators Preparation Programs. The Wisconsin DPI is also successfully completing its first year of the Teacher Leader Network. In its inaugural year, this network reached more than 160 teachers and provided interactive professional development that supported the selection and use high quality instructional materials and professional learning.
The WCTE Board is currently accepting applications for a new editor for the Wisconsin English Journal who will lead the direction of the journal and foster an exciting and lively discourse within the English teaching community.

THANK YOU TO JOHN PRUITT
In October 2014 John Pruitt stepped up to take over the editorial leadership of the Wisconsin English Journal, just as UW-Madison decided to no longer house the publication and the previous editor, Mary Louise Gomez, resigned as editor. Pruitt took the publication online with the very next issue in February 2015 and has served with distinction for the past five years. The WCTE Board is grateful for his leadership and innovations to modernize this publication.

ABOUT THE ROLE
We are looking for someone who has a real passion for excellent research and the ways in which teachers can connect and learn from each other. Becoming an editor is a rewarding and fulfilling experience where you will build your networks, promote the research that you are passionate about, and serve English teachers in Wisconsin and beyond.

JOB DESCRIPTION
The Wisconsin English Journal Editor is an appointed, unpaid position for a term of three years. The WEJ editor shall:
- Belong to WCTE
- Recruit an editorial team (and may continue the terms of those already in place)
- Establish the theme and format of the journal
- Read and critique articles submitted to the journal and give advice concerning acceptance, rejection, and/or work that needs to be completed for submitted documents.
- Under the direction of the board, facilitate the actual publication of the journal.
- Chair an annual meeting of the WEJ editorial team.

WISCONSIN ENGLISH JOURNAL EDITORIAL TEAM:
The WEJ will maintain a number of editors who are charged to:
- Read and critique articles submitted to the journal and give advice to the editor concerning acceptance, rejection, and/or work that needs to be completed before acceptance.
- Submit articles concerning policy of the WCTE to the WEJ and also concerns that the WCTE wishes to highlight to its members.
- Attend a yearly meeting as determined by the WEJ editor.
- Belong to WCTE.

APPLICATIONS
Applicants should write a letter of introduction, explaining their qualifications, interests and vision. Submit your letter to the WCTE President, Kelly Seefeldt.
Books, lesson plans, videos, maps and more are all part of the online collection of resources provided for teachers by the American Indian Nations of Wisconsin. The screenshot at the top of this page shows explicit directions for getting started to teach and learn American Indian Studies. This website is a smart resource with something for every classroom and every teacher. If you teach in Wisconsin, this site has everything you will need to learn about and teach about the Wisconsin First Nations.

More than 30 field trips are listed, including visits to archeological sites, culture centers, events, libraries, museums and nature. A handy map show all the locations, followed by descriptions of each site or event.

Six exemplar educators are listed by grade level and area of specialty. The website describes them: “Our exemplars are known for their successes teaching and supporting the integration and infusion of American Indian Studies in Wisconsin classrooms.” Email addresses are provided so teachers can contact these educators for support and direction.

“Wisconsin Indians” by Nancy Oestreich Lurie is featured as a teacher resource. “Learn the history through the end of the twentieth century of Wisconsin’s Native people in this book. Explore topics such as treaty rights, sovereignty, termination and relocation, and changes brought about by Indian gaming.”

More than 50 videos are available online for classroom viewing. The site includes descriptions of the video content, grade level appropriateness, lesson plans and related resources.
Join us for WCTE’s Twitter Chats @WCTEorg #wctechat on 4th Mondays

If you have not already joined us for our new Twitter chats, now is the time!
This is a good way to connect with English teachers around the state!
Join teachers who are looking for practical advice to improve their teaching practice and share your thoughts and expertise in our next chat:

MARK YOUR CALENDAR for Upcoming Twitter Chat

- Mar. 23 Supporting Each Other During School Closures, led by Marianne Potter and Kelly Seefeldt

Debate: Meet all ELA and Social Studies Standards
Hold classroom debates and invite students to participate in interscholastic debate even once or twice a year. Debate is a great equalizer for students from various backgrounds of socioeconomic status, rural/urban, etc. by teaching them essential skills of information literacy and research, critical listening and note taking, and organizing thoughts and sharing them orally. Since debaters often work in pairs, it’s also one of the least threatening ways for students to engage in public speaking before they have to “go at it” alone. WHSFA has resources to help you Learn to Debate and Implement Debate in your school. Visit www.whsfa.org for more details.

One-Act Play Contest
Do you like teaching drama and/or theatre? Consider producing an interscholastic one-act play where schools participate, perform and receive constructive feedback in up to three contests culminating in a state festival. This non-competitive format allows schools to use minimal, generic set pieces that can be carried on a school bus, easier for schools with fewer resources. Visit whsfa.org/theatre-contests.

State Theatre Festival
In addition to the one-act play contest, the state festival offers interactive theatre workshops by professionals, live performances of the state’s best one-act plays, individual event contests, and more. No prior qualification is required to attend and watch one-acts as well as participate in other programming. Visit wisconsintheatrefest.org.
Teaching remotely was not covered in my pre-service classes. Yet, as Gov. Evers has closed schools and events, this is where we are finding ourselves. There are some technology tools that can ease the remote working mind and encourage student engagement and learning.

GOOGLE CALENDAR OR ANY CALENDAR APP
This was the one thing I told my students to download and use. Through this I can send Google hangout invites, set my schedule, and share due dates. Students are great schedule followers, and working remotely the schedule is now gone. This provides some semblance of a bell schedule if they consider planning their work time.

GOOGLE CLASSROOM AND/OR ANOTHER LEARNING MANAGEMENT SYSTEM
I use two learning management systems. Our school uses PowerSchool, and that is the main one I link information to. Google Classroom is the dropbox that allows students to turn in their work, complete the learning assigned, and allows me to check their version history to limit taking the “easy way out”. Both of the tools have discussion board options and ways to track the work.

FLIPGRID (see ad on previous page)
If you are unaware of this tool, this is a video recording tool that students can share and view the work and information of their classmates. I am using it for recording speeches and other information sharing without grading a lot of writing.

INSTAGRAM
Did you know Instagram helps teachers connect with students, engage in Polls, share memes etc. I posted a one minute video here to encourage students to start thinking about their learning plan. It is relatable for all, but use your school email for your account.

SEESAW
This tool is similar to Flipgrid, but can be connected with parents too. Here students can upload work, videos and other items to a singular platform.

EXPLAIN EVERYTHING
This is a great way to demonstrate thinking and understanding. This is an interactive tool/whiteboard that allows students to annotate as they work and record the products to share with others. (Kami is also a great device for this too.)

SCREENCASIFY
If you are used to modeling then letting students loose, you can still do that with Screencastify. I use this to record my screen and model the expectations both visually and auditorily.

EDPUZZLE
YouTube videos are wonderful, but often I find myself stopping to explain something; with EdPuzzle, you can pause the presentation and ask a question, or make it a quiz and glean student responses. (Peardeck also does something similar.)

REMINd
is a phone app that protects your number if students want to text you, or you want to send information to students about upcoming work. Another tool to help students stay on track.

GROUPME
Finally a collaborative texting tool. Create class groups and send the information, students can respond and or make their own groups if they are in a project and want/need to collaborate.

These 10-plus tools are what is available at my school and I will be using them over the extended period of time. These effectively allow universal learning and help you, as the teacher, to stay ahead of the game in these uncertain times.

For more resources check out the Facebook page: Teaching remotely during Covid-19.
Alison Yang has some suggestions here: https://alisonyang.weebly.com/blog
Or tweet us at @WCTEorg and ask the questions. We are monitoring and will happily provide ideas as we have them.
Remote Learning on Flipgrid

Flipgrid is a free, simple way to foster short video-based discussions on classroom topics. Educators, learners, and families can use Flipgrid at school or at home to stay connected and share their continued learning experiences. Any educator can sign up at www.flipgrid.com.

As educators, learners and families are impacted by COVID-19, know that our entire team is always here for you. Inspired by the simple and innovative ways you foster community beyond the classroom, we have curated a collection of resources to help you and your peers.

- This one-page PDF will help you set up Flipgrid for a remote classroom. Please feel free to download and share with any interested educators.
- In this Disco Library playlist, created by Jornea, Jess and Ann, our Flipgrid Educator Innovation Leads, you will find innovative Topic ideas for at-home learning.
- During FlipgridPD webinars, we explain the basics of Flipgrid and answer your questions.
- Share this simple guide to help the families in your community use Flipgrid to keep their children active, connected and engaged while they are home from school.
- We have also increased our support efforts to help as you, your colleagues and the families in your community embrace new approaches to teaching and learning.

You can find all of these resources in our Remote Learning post by clicking the button below.

Again, please know that our entire team is here to support you. You can reach any of us anytime by emailing support@flipgrid.com or on Twitter, Instagram and Facebook.

Thank you,
Team Flipgrid
FOR TEACHERS

Board members share favorite resources

1. **Freckle.com**  
A website which allows you to differentiate for all students’ levels of reading. Not only does it allow assigning the same text at different lexile levels, it also lets you sort by fiction/nonfiction, by specific focus standards, and more! And the best part is that the program gives automatic feedback to the students and keeps them engaged by awarding coins to spend on items for their own avatars.

**Recommended by John Schad**  
I utilize this program mostly during my intervention period. I have 14 students in intervention, and this program allows me to work one on one with students while the others are still reading and being assessed. [John teaches at Kohler Middle School.]

2. **Hexagonal Discussion**  
Great resources for connections and discussion. In a hexagonal thinking exercise, students are given hexagonal tiles with ideas, questions or facts and arrange them so that related tiles are next to each other. With higher levels of understanding, students can explain the relationships between sets of tiles. Hexagonal thinking can also be used to help plan a project or map out the problem-solving process. Students can fill in their own blank hexagons and arrange them to demonstrate their ideas.

**Recommended by Sarah Rowse-Borelli**  
I used this with my American Film Students as a mini research and discussion tool. They found it successful and fun. [Sarah teaches at New Berlin Eisenhower High School.]

3. **Positive Discipline: Tools for Teachers**  
Positive Discipline reframes student behavior in the classroom and gives educators a completely new way to apply social and emotional teaching to students. The added benefit is that these methods replace traditional classroom discipline and greater student responsibility for how his day operates.

**Recommended by Justina Plemon**  
I use this resource in my classroom every day, and it has transformed my teaching! One of my biggest take-aways has been to not engage in a student arguing with my request of improved behavior as well as embracing natural consequences of actions for students. [Justina teaches at St. Mary’s Middle School, Neenah.]

4. **Using No Red Ink during school closures**  
During school shutdowns, No Red Ink is offering hundreds of free practice topics that allow your students to work independently toward mastery on a host of important writing, language, and critical thinking skills. They are also offering the following resources to everyone:
- Free access to their entire Premium Guided Drafts suite, which scaffolds the writing process for students as they craft their essays. All rubric items are fully customizable, and you can assign writing across a wide variety of genres.
- Free access to NoRedInk’s Quick Writes, a lightweight, low-friction way to get students writing regularly across the curriculum.
- Effective March 18, free access to NoRedInk’s Premium progress tracking, allowing teachers to assign curriculum and track student growth by state and national standards.

**Shared by Linda Barrington**  
This resource was recommended by Holly Caudill in the September 2019 Update. In light of school closings, No Red Ink has now opened to everyone the premium resources that were behind their pay wall. [Linda teaches at Mount Mary University.]

What are your favorite resources?  
Send them to us and we’ll publish them in the next issue. Include a description of the resource and an explanation of how/when you use it. Also include your name, school and a photo of yourself. Send to the Update editor at lbarring@wi.rr.com.
Unspeakable Things by Jess Lourey

“In a rural Midwestern town, boys start to go missing -- only to return with signs of trauma and no idea who has abused them. As the small town starts to panic, one daughter of an alcoholic father who always hosts strange parties, begins to put her detective skills to work in order to figure out who is committing these horrific crimes. The main character’s world becomes even darker when her crush is taken, and she knows that she is the only hope he has of being found.” ~ John Schad

Justina Plemon
St. Mary’s MS, Neenah

John Schad
Kohler Middle School

Cassie McDowell’s life in 1980s Minnesota seems perfectly wholesome. She lives on a farm, loves school, and has a crush on the nicest boy in class. Yes, there are her parents’ strange parties and a parade of deviant guests, but she’s grown accustomed to them.

All that changes when someone comes hunting in Lilydale. One by one, local boys go missing. One by one, they return changed — violent, moody, and withdrawn. What happened to them becomes the stuff of shocking rumors. The accusations of who’s responsible grow just as wild, and dangerous town secrets start to surface. Then Cassie’s own sister undergoes the dark change. If she is to survive, Cassie must find her way in an adult world where every sin is justified, and only the truth is unforgivable. ~ Goodreads

The House of the Scorpion by Nancy Fama

“A YA fantasy book of a clone of a powerful man. The story is told from the clone’s viewpoint. El Patrón is his ‘father’ figure.” ~ Marianne Potter

Marianne Potter
Stevens Point Area HS

Ernt, a Vietnam POW, PTSD-sticken father and husband, moves wife Cora and daughter Leni to the wilds of Alaska hoping to flee his demons. Unfortunately the darkness heightens his violence, madness, and abuse. This is a book about love and community, survival and bravery. Carve out time to read this one; it is really hard to put down!” ~ Lynn Frick

Lynn Frick
Sauk Prairie HS

The Art of Coaching Teams: Building Resilient Communities that Transform Schools by Elena Aguilar

I’m not very far into this book, but I picked it up after reading and loving Aguilar’s The Art of Coaching. I’m looking forward to getting some practical advice on working with teams of teachers.” ~ Kelly Seefeldt

Kelly Seefeldt
Stevens Point Area HS

The Great Alone by Kristin Hannah

“Ernt, a Vietnam POW, PTSD-sticken father and husband, moves wife Cora and daughter Leni to the wilds of Alaska hoping to flee his demons. Unfortunately the darkness heightens his violence, madness, and abuse. This is a book about love and community, survival and bravery. Carve out time to read this one; it is really hard to put down!” ~ Lynn Frick

Alaska, 1974. Unpredictable. Unforgiving. Untamed. For a family in crisis, the ultimate test of survival. Ernt Allbright, a former POW, comes home from the Vietnam war a changed and volatile man. When he loses yet another job, he makes an impulsive decision: he will move his family north, to Alaska, where they will live off the grid in America’s last true frontier. ~ Goodreads

Look for more good book recommendations in the summer WCTE Update.
**Wisconsin English Teachers’ Calendar of Events, Deadlines**

### April

**April 6-7** 2020 NCTE Advocacy and Leadership Summit in Washington, D.C. The Summit is designed to assist participants in building their leadership experiences, learn in-depth information about literacy research on pressing topics, how to access ongoing leadership development opportunities specifically available to literacy educators, and meet national leaders with dedicated investments in literacy education. Register here: [https://ncte.org/get-involved/volunteer/take-action/ncte-advocacy-day/take-action/ncte-advocacy-day/](https://ncte.org/get-involved/volunteer/take-action/ncte-advocacy-day/take-action/ncte-advocacy-day/)

### May


**May 15** Deadline for nominating a first-year teacher for the Nancy Hoefs Memorial Award for Outstanding First-Year Teacher [http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/](http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/)


**June 1** Deadline for registration and housing for NCTE Affiliate Leadership meeting in Omaha, Neb., July 17-19 [https://ncte.org/groups/affiliates/affiliate-leadership-meeting/2020-affiliate-leadership-meeting-registration/](https://ncte.org/groups/affiliates/affiliate-leadership-meeting/2020-affiliate-leadership-meeting-registration/)

### June

**June 15** Deadline for early discount registration for Summer Journalism Workshop for high school students at Marquette University, sponsored by the Kettle Moraine Press Association. More information at [http://www.kempasiw.com](http://www.kempasiw.com)

### July

**July 9** Mailing deadline for Recognizing Excellence in Art and Literary Magazines (REALM) Award: 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 NCTE. More information at NCTE website: [http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/](http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/)

**July 17-19** NCTE Affiliate Leadership meeting: Leaders from all regions attend this year’s annual leadership meeting in Omaha, Neb.

**July 23-24** WCTE Summer Board Meeting, Holiday Inn, Stevens Point

**July 25-29** LOST AND FOUND. Summer Journalism Workshop for high school students at Marquette University, sponsored by the Kettle Moraine Press Association.

### WCTE Update March 2020

<table>
<thead>
<tr>
<th>President</th>
<th>Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Seefeldt</td>
<td>Jennifer Kieren</td>
</tr>
<tr>
<td>1st Vice-President</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Justina Plemon</td>
<td>Tom Scott</td>
</tr>
<tr>
<td>2nd Vice President</td>
<td>Update Editor</td>
</tr>
<tr>
<td>Sarah Rowse-Borelli</td>
<td>Linda Barrington</td>
</tr>
</tbody>
</table>
JOIN THE WCTE TEAM!

If you are looking to help English teachers throughout our state, become an advocate concerning the issues in our profession, or would like to network better with other teachers, you should consider becoming involved with our WCTE Executive Board!

Our organization is restructuring, so that means there are brand new opportunities available! We are looking for…

• Board Members (not necessarily representing their districts/CESA’s) to take on a secondary role like Membership & Benefits Chair, Professional Issues & Diversity Chair, Social Media & Communication Coordinator, etc.
• District Directors (representing their districts/CESAs) to email constituents, advertise our convention, and find/address the needs of your section of the state.

If you would like to know more about these opportunities to become more involved with our profession at the state level, please contact John Schad at schadj@kohler.k12.wi.us or (920) 459-7259.

High School journalism teachers:
The Kettle Moraine Press Association wants you and your students to join us this summer for an awfully BIG adventure

KEMPA SJW is held on Marquette University’s campus in the heart of Milwaukee, which provides our camp with access to a number of opportunities for storytelling, team building, and more. It also means that we are a short distance from many forms of transportation if you are joining us from far away.

We have some of the best instructors in the country, with one of the strongest curriculums for a journalism camp. Our curriculum is tracked and provides students with a variety of learning experiences geared toward their ability levels and experiences. Our instructors develop the courses to provide for a wide variety of skills and interest levels, all in an effort to make your KEMPA Kamper the most successful he or she can be.

Register now for this summer and find your way to excellence. kempajournalism.org