



We are social.

IN THIS ISSUE

2020 CONVENTION REINVENTION

Virtual workshops replace convention

The current realities of COVID-19 won't allow us to meet once again this year in October for our annual convention. While we have officially cancelled our convention, the Wisconsin Council of Teachers of English is still committed to providing high-quality professional learning to Wisconsin ELA educators. As a result, we are pleased to announce a series of online [Professional Learning opportunities](#), FREE to WCTE members.

In order to ensure as many people have access to these learning opportunities as possible, we have extended everyone's membership through October 2021 at no cost.

Members can [sign-up now](#) for the first opportunity in the series, **How Do We Learn Best? - Embedding Authentic Voice and Choice** with Wisconsin speaker, educator and author, Pernille Ripp. You'll want to hurry! The webinar portion of this online learning takes place via Zoom on Saturday, Aug. 29, 9-11 a.m.

Looking ahead:

Book Club with Pernille Ripp in **November**: Read "Passionate Learners: How to Engage and Empower Your Students" along with the group before a discussion with Pernille, as well as ongoing discussion with book club members via Facebook.

In **April**, get introduced to the new Wisconsin ELA standards and explore how to prepare yourself and your curriculum for implementation and alignment. We will begin by familiarizing you with the standards' format and highlighting the important shifts in the new standards before discussing what the changes will mean for your students and your teaching. Zoom presentations and a private Facebook group for you to discuss and ask questions will have you prepared to tackle the updated standards in the next school year.



Online
PROFESSIONAL LEARNING
FREE for WCTE Members

How Do We Learn Best - Embedding Authentic Choice and Voice

How do I learn best? is the question Pernille Ripp and her students explore all year throughout their work, personal monitoring and growth. In this session, based on the book "Passionate Learners: How to Engage and Empower Your Students," 7th-grade teacher Pernille Ripp will help both novice and seasoned educators create a positive, interactive learning environment where students drive their own academic achievement by honoring the individual child.

Attendees will hear practical strategies for embedding choice, personalization, and sharing ownership of either the virtual or in-person classroom experience with students. Based on common-sense strategies, personal storytelling and the research behind student engagement, this is a session meant to give easy ideas that can be implemented right away as we navigate these unprecedented times.

Registration is free for WCTE members and includes synchronous session(s) via Zoom and asynchronous and ongoing collaboration in a private Facebook group.



MESSAGE FROM THE PRESIDENT

>> Kelly Seefeldt, P.J. Jacobs MS

Dear WCTE Members,

Your thoughts about school beginning might be different this year. Normally, you may be excited to add some new novels to your classroom library, implement the literacy practices introduced in your summer PD, meet your new students and see your colleagues again. This year, things are likely a little different. Navigating the logistics of hybrid schedules, organizing online classes or facing overcrowded classrooms during the pandemic might be keeping you up at night, disrupting those final precious days of summer.

“

I URGE YOU

to not let the changes you are forced to make stop you from making the changes you know you should make for the good of your students.

”

No matter what your school plans for back-to-school, chances are returning has caused some uncertainty. Things are not going to go the way they usually do this year, and we must adapt to our new reality. Change is uncomfortable. And in this moment, the pandemic is forcing us to make changes we may or may not agree with, but we also have an opportunity to enact changes that will make school more equitable.

This coming school year, I hope that you are able to thrive in the discomfort that change brings. I hope that you find the strength to push forward for racial and social justice, even when justice requires painful admissions and uncomfortable shifts in your teaching, and even in the face of the uncertain circumstances created by COVID-19. I urge you to not let the changes you are forced to make stop you from making the changes you know you should make for the good of your students.

While change can be uncomfortable, it is also often necessary. Please know that WCTE is behind you as you navigate change and challenge. Stay safe. Be well.

Sincerely,

Kelly Seefeldt

Kelly Seefeldt

WCTE President

✉ kseefeld@pointschools.net

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Lynn Frick, Sauk Prairie HS
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WCTE announces, honors award winners

WCTE annually presents several awards to recognize professional contributions and student achievements and to promote excellence in the teaching of the English language arts.

We are pleased to announce that Mary Davidson will receive the WCTE/NCTE High School Teacher of Excellence Award. A teacher at Menomonee Falls High School, she is featured below.

In addition, two new teachers will receive the Outstanding

Student Teacher of the Year Award: Amanda Greenthall and Owen LeBrun. Read about them on the next page.

The Chisholm Award for Meritorious Service to the Profession will be announced at the convention. There were no nominees for Outstanding First Year Teacher, WCTE Award for Diversity and Inclusion or the Lee Burrell Intellectual Freedom Award. Next year's deadline will be April 1.

Mary Davidson named WCTE Teacher of Excellence

WHO: MARY DAVIDSON, Menomonee Falls High School

CLASSES: Honors English 9, Mystery and Suspense

MARY'S TEACHING PHILOSOPHY: "As an English teacher in this changing world, I feel it is more important than ever that my students achieve effective skills in reading, writing and communicating to help them be successful on whatever path life takes them. To that end, it is my job to use whatever tools and strategies I have access to in order to connect with them and help them develop these essential skills which will prepare them for success beyond high school."

WHAT A COLLEAGUE SAID: "Mary is recognized by administrators, colleagues, and students as one of our best teachers; she has the unique ability to relate to students at their level. Her direct approach and instant rapport reaches students who have a wide array of learning styles, varying beliefs, and socioeconomic backgrounds. Mary gladly takes on all levels of content—freshmen to seniors, basic to honors. In her instruction, Mary excels in not only applying the relevant content critical to the students' academic progress, but her teachings give the students a sense of immediate application in their thinking processes and day-to-day lives." ~Beth Larson, English teacher, English Dept. manager, Menomonee Falls High School

WHAT A PARENT SAID: "Her passion, dedication, and professionalism have impressed me for many years. I have the unique perspective to work with and know Mary not only as a colleague, but as a parent as well. Both of my daughters had the opportunity to start their high school careers in Mary's ninth grade English class.

Each of my daughters has a very different personality and approach to learning, yet both have appreciated and thrived in the positive environment Mary creates. They would describe Mary's classroom as welcoming, fair, inclusive, and challenging. Specifically, they have always appreciated the time Mary takes to provide thoughtful, thorough, and timely feedback on their writing. They have also noticed how Mary conducts classroom discussions that are productive and engaging. Students know their participation is valued because she expands upon their comments, validating importance and relevance.

As a National Board Certified Teacher, we revere Mary as an exemplary educator whose perspective and insight are highly valued. We appreciate her role as Lead Mentor, guiding new staff members and their experienced peer mentors through

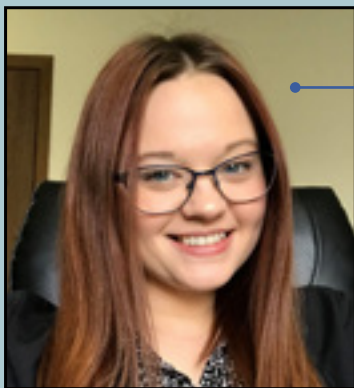


Mary Davidson, WCTE Teacher of Excellence, teaches at Menomonee Falls High School.

exercises and check points to facilitate a strong and successful transition to our school and district." ~Jennifer Tarcin, parent and instructor, Menomonee Falls High School Healthcare Academy

WHAT HER NOMINATOR SAID: "One of Mary's strongest assets is her interest in her students. With each class, she develops a thorough knowledge of her students as individual learners. Because of this, she is able to set high, worthwhile and attainable goals for their growth in learning. In their writing especially, she recognizes their progress and offers ways for them to build on their accomplishments." ~Linda Barrington, Mount Mary University

Outstanding Student Teacher of the Year Awards



Amanda Greenthal

WHO: AMANDA GREENTHAL, Rosholt High School

WHAT: Media Literacy, World Literature

WHAT HER TEACHERS

SAID: "Amanda creates powerful and engaging lessons for her students,

values them as learners and

individuals and, as a result of these caring connections, students enthusiastically respond to her instruction. She cares deeply about her students, is insightful, reflective and is dedicated to improving her own practice and the practice of others. She is one of the most talented pre-service teachers I have had the opportunity to work with, is the best of what we hope for in newest colleagues, and is exactly the type of dedicated teacher that today's students deserve."

~David Roloff, student teacher supervisor, UW-Stevens Point

"Students have come to count on her for clear, engaging lessons that encourage their active participations. Whether it's in a student radio broadcast created in Audacity or in a four corners activity where students aligned their thinking about consumerism, students are provided with opportunities to strengthen their voices and own their learning. In addition, Amanda builds student rapport through shared words of praise when students meet and exceed expectations. She fosters connections through daily journaling, and she delicately balances learning with self-deprecating levity to create a nonthreatening classroom environment."

~Jamie Fuge, cooperating teacher, Rosholt High School



Owen LeBrun

WHO: OWEN LEBRUN, Rufus King International School, Milwaukee

WHAT: American Literature

WHAT HIS TEACHERS

SAID: "Owen provides many opportunities for students to express themselves and ideas about various topics. He uses journal writing, small group

work, and large classroom discussions to be sure every student's voice is heard. He also uses culturally relevant curriculum and tools in his classroom."

~Amy Daroszeski, cooperating teacher, Rufus King International School

"Owen stands out, first because of his level of empathy. When engaging in issues of social justice, Owen was open to share his experience of being a white man who is a student in an urban education program, who also expects to be as great of a teacher when working with his students of color as he will be to the white students who come from similar backgrounds as he does. Owen has not only entrenched himself in the literature that can direct him into best practices, but has also been present in those communities in person. He has taken upon himself to learn about the culture(s) of the communities in which he wishes to work. I know without a doubt that students who are in Owen's class are well taken care of. I know that his students have a teacher who will make the connections, ... a kind soul who will check in."

~Nakeysa Roberts Washington, English Education instructor and student teacher supervisor, UW-Milwaukee

NCTE >> 2020 Awards

WCTE wins NCTE Affiliate Website of Excellence Award

The Wisconsin Council of Teachers of English [website](#), edited by Linda Barrington, Mount Mary University, and Kelly Seefeldt, P.J. Jacobs Middle School, has been named a recipient of the 2020 NCTE Affiliate Website of Excellence Award.

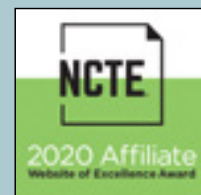
Established in 2000, this award recognizes outstanding websites with high-quality content, easy navigation, size, speed, privacy, links, and interactive abilities.

Submissions are judged by the following six criteria.

- **Content:** The site should be engaging, relevant, and appropriate for teachers of English language arts. Good content may be informative, useful, or funny, but it takes a stand. It has a voice, a point of view.
- **Structure and Navigation:** Structure and navigation refer to the framework of a site, the organization of content,

the prioritization of information, and the method in which visitors move through the site.

- **Visual Design:** Good visual design is high quality, appropriate, and relevant for the audience and the message it is supporting.
- **Functionality:** Functionality is the use of technology on the site. Good functionality means the site works well.
- **Interactivity:** The best affiliate websites encourage interaction among and between visitors.
- **Overall Experience:** It encompasses content, structure and navigation, visual design, functionality, and interactivity, but it also includes the intangibles that make one stay or leave.





MESSAGE FROM THE EXECUTIVE DIRECTOR >> LYNN FRICK

Dear Members,

In March, our state closed down and teachers responded. We did the near miraculous: putting our curriculum online in a matter of days, learning new systems and programs to make this shift easier and finding ways to get and keep our students engaged. We tried and rejected strategies and found new ones so learning could continue. And we worried about our students. We worried about their health, their safety and their academic progress. Yes, teachers responded, as we always do.

In normal times, we are asked to do more with less. We are asked to not just teach but to meet the social, emotional and even physical needs of our students. We are asked to be guidance counselors, career counselors and pseudo-parents. We give our own money, our own time and our own emotional reserves because we are teachers, and it is what we do.

But in this time of COVID-19 it is different because we are doing this, and more, in isolation.

And teachers are not their best in isolation.

Sometime during this spring's virtual teaching, I came across this quote, "Never waste a good crisis." So now is the time for us to do just that. Education is at a tipping point. We saw during virtual learning inequities and flaws and the weakest spots of our systems. We can make the changes education needs. Together. If we allow our schools to sink back into the status quo, and waste a good crisis, that's on us. Instead, let's let COVID-19 be the "spur to prick the sides of our intent" to be the change agents in our institutions.

WCTE can help.

Though our conference has been cancelled, we are having virtual mini-conferences throughout the year to provide support, hope and guidance for our teachers. Let our Board help with understanding the new state standards for English. We can support you in Educator Effectiveness and evaluations. We will gladly be a sounding board for ideas you have for making educational reform in your school. We will provide resources. We can just be a shoulder to cry on.

You don't have to do this alone.

In a year, we hope we will be back with our membership face to face. Until then, stay well.

Wishing you the best,

Lynn Frick

Executive Director, WCTE



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“
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”

WCTE BOARD MEMBER PROFILE

Matyska reviews English education, her life as a teacher

I agreed to write a composition so that you all can *Meet the Board*. I always feel that this is the type of journalistic piece that only a mother would read or perhaps only a mother would finish reading. But here goes:


I am a retired educator, and probably, since I am the oldest member of the Board, I am the

WCTE official archivist. So, since history is my official focus, I am going to write **a chronicle of Marti Matyska and English Education**. This is your opportunity to quit reading this work unless, of course, you are my mother who is obligated to continue.



Contact Info

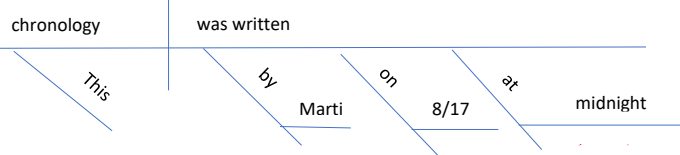
Marti Matyska
mamatyska@gmail.com

	Marti	English Education
1950s	Staring at the blackboard, sitting in Sister Sheila's class, decides to become a teacher and not just an ordinary teacher...AN ENGLISH TEACHER. A loving profession, interested students, and a vision of diagraming sentences into perpetuity.	Baby Boomers have 55 students in a classroom (I counted my class picture). Always three reading groups and grammar is great.
1960s	Graduates from Chicago Teacher's College (not exactly the Harvard of the Mid-West). Teaches Reading and Negro American History in the southside of Chicago. How a third generation German-American lands this job is a mystery.	Grammar rejected (along with diagraming) and Reader's Response injected. 36 students in my classroom  No diagramming
1970s	Marries and has two daughters. Was hired by the Menominees to work on a team to start the Menominee Indian School District. Teaches literature and writing, and oversees the school newspaper and annual. Teaches American Indian Literature. Once again, how a third generation German-American lands this job is a mystery.	In 1974, The National Writing Project begins. The buzz word: "Mastery Learning" Sentence Combining allows student to "play around" with writing.
1980s	M.S. from UW-Madison which IS ACTUALLY the Harvard of the Mid-west.	
1990s	Becomes a tech-y to the surprise of many. Chairs the committee that sets up computer labs in 5 buildings, lays wire between Keshena and Neopit, designs a distance learning lab, writes grants and curriculum.	Whole Language integrating reading and Jack Kean, from UW-Madison and a charter member of WCTE, directs the Wisconsin Writing Project. Writing is recognized as a process. Critical move toward state standards (including technology) and assessment.
2000s	Daughters marry; inherits grandsons and one great grandson. Teaches Holocaust literature in a distance learning setting which, FINALLY, makes sense for a third generation German-American. Involved in primary research at the U.S. Holocaust Memorial Museum in D.C. for two summers. (Mandel Fellowship) Receives the Kohl teacher fellowship (for techy-ness and not diversity in curriculum; how did that happen?) Awarded a Ph. D from Marion University, the smallest PH.D program in the US. Becomes administrator of Keshena Primary School and is awed watching great educators teach reading to youngsters... it's magic.	The era of testing. And this is a test: If you have read this far and would like Marti to send you an Aldo Leopold bookmark, email your address to mamatyska@gmail.com . Communication turns digital.

“
THROUGHOUT
[my career], the Wisconsin Council of Teachers of English has been informative, educational and fun. ...

My philosophy of education: The secret to teaching is to figure out how to engage students. If they are engaged, they learn.

”





DPI WCTE Liaison Report: Fall 2020

This is the most up-to-date information for English teachers from the Wisconsin Department of Instruction. For more details or additional information, contact *Bianca Williams-Griffin*

✉ (bianca.williams-griffin@dpi.wi.gov), English Language Arts Consultant at DPI.

As we face the reality of starting the 2020-21 school year still in the throes of a global pandemic, on the heels of a summer of social and political unrest in our state and throughout our country, as well as entering into the most unprecedented presidential election of our life time; for some of us, it has become more challenging to find joy in our work as educator.

How can we ever hope to undo what has already been done? I offer this quote by the famous American author, James Baldwin, as a source of inspiration, "Not everything that is faced can be changed, but nothing can be changed until it is faced." We will conquer the complexity of the work ahead of us as educators each day, each week, each month by focusing and centering our work on our students and their needs. At the end of this academic year we will come together in the spirit of solidarity, reflection, and growth, and know that we are stronger educators because we faced the challenges of the 20-21 school year.

The Wisconsin Department of Public Instruction has created several resources to assist schools and districts in providing rigorous, standards-aligned instruction to Wisconsin students. The following documents can be found on the WI DPI [COVID 19 resource page](#):

- [Literacy and Mathematics](#) - This page is designed to support school leaders and classroom teachers in making intentional choices about what engaging learning in ELA, literacy and mathematics can look like for alternate instruction, including home, community, distance learning, and modified school environments.
- [Education Forward](#) - This document provides guidance to aid in school districts' decision making as they continue to build and revise educational services and supports in a COVID-19 environment. The DPI will continuously update this guidance as new information arises and provide additional resources as they become available to support school operations and the learning environment.



ELA Standards

The [newly revised Wisconsin ELA Academic Standards](#) were released on June 30, 2020. As the state ELA education consultant, along with the two literacy education consultants (Barb Novak and Laura Adams), we are in the beginning stages of rolling out professional learning around the 2020 standards. Many of the Wisconsin CESAs have already scheduled professional learning sessions for their regions, check with your regional CESA to obtain dates and times for professional learning on the standards. Continue to check the WI DPI ELA Webpage for online professional learning opportunities on the 2020 Wisconsin ELA Academic Standards.

- [Wisconsin Standards for English Language Arts 2020](#)
- [Professional Learning Modules](#)

There are 5 key shifts in the newly revised standards that Wisconsin educators need to familiarize themselves with:

- **Key shift 1:** Learning about and application of reading, writing, speaking, listening, and language emphasizes recognizing, valuing, and sustaining students' identities and the identities of others.
- **Key shift 2:** All students are flexible users of language.
- **Key shift 3:** All students engage in regular practice with complex texts (both literary



Bianca Williams-Griffin

Continued on next page

and informational) and building academic vocabulary.

- **Key shift 4:** All students engage in reading, writing, and speaking that is grounded in textual evidence.
- **Key shift 5:** All learners build knowledge through text.

Also, be advised that this year is a learning year, we are in phase one of standards rollout, which means that it is not required at this time to revise curriculum or assessments (an explanation of the [phases-by-phase rollout of academic standards](#) can be found in module one of 2020 ELA standards). State assessment will not be revised to meet the 2020 ELA standards until phase 3 of the rollout, which is at least 3 years out.

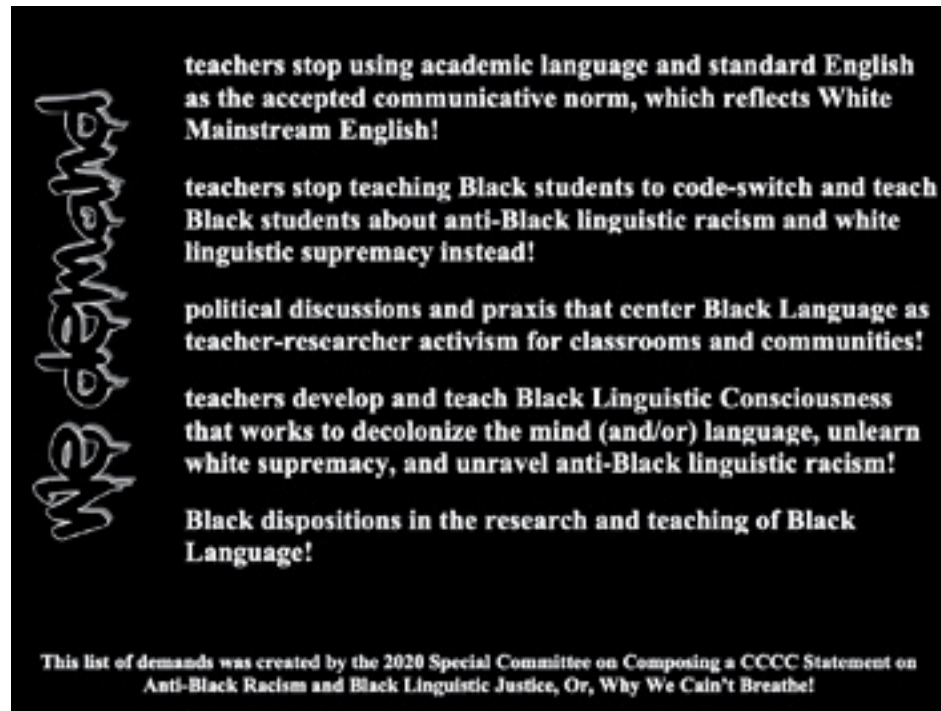
Equity

Equity is central to the work in schools that we do in Wisconsin, the materials and guidance listed below are intended to cultivate and promote an equitable educational environment for Wisconsin students:

- [Instructional Practice Guides](#) – Resource created to support educators and systems in advancing educational equity in English language arts (ELA), the DPI’s Literacy and Mathematics Team collaborated with Wisconsin educators to offer the *Instructional Practice Guide for Equitable Teaching and Learning in English Language Arts* at K - 2, 3 - 5, 6 - 8, and 9 - 12.
- [Instructional Materials and Professional Learning - Connecting Standards, Instructional Materials, and Professional Learning for Equitable Outcomes](#): The Wisconsin Department of Public Instruction aims to improve support for all teachers by ensuring that districts have the information they need to select high-quality instructional materials and to provide professional learning that supports effective implementation of those materials in English language arts and mathematics.
- **Equity Spotlight:** The 2020 Conference on College Composition & Communication Special Committee on composing a statement on Anti-Black Racism and Black Linguistic Justice, recently released a statement. Two of the esteemed educators responsible for this

piece of work are products of the Wisconsin Community, Dr. Bonnie Farrier, an alumna of the University of Wisconsin-Madison, and Dr. Teaira McMurtry, who spent several years of her career in the Milwaukee Public School system.

☛ [This Ain’t Another Statement! This is a Demand for Black Linguistic Justice.](#)



- [A guest editorial by State Superintendent Carolyn Stanford Taylor](#): *We are Responsible for Creating the Change We Need.*

As the state education agency the Wisconsin DPI is here to support educators as much as possible, especially during times of great need. We encourage you to reach out with your concerns and suggestions. Most of all we want you to take care of yourself (physically, mentally and emotionally), and those closest to you.

Wishing you a wonderful start to the new school year!

Bianca Williams-Griffin

Bianca Williams-Griffin

English Language Arts Education Consultant

✉ bianca.williams-griffin@dpi.wi.gov



Wisconsin law says kids must be taught Native American issues, but teachers say they don't know how

Despite a state law on the books that mandates indigenous education for Wisconsin kids, a cycle of avoidance makes it hard for teachers and students alike to learn.

Read this compelling story [here](#).

Madeline Heim, Appleton Post-Crescent, Jan. 30, 2020

Wisconsin First Nations Education site has resources

Educators are encouraged to teach about the Native nations that reside closest to your school rather than trying to teach about all the nations at once. Try these search suggestions to help find resources for your classroom:

Search by Treaty Land: Use the map to learn whose treaty land and which nations are located closest to your school. Then select the appropriate treaty land in the left search bar.

Filter by Grade Level & Resource: Select the grade level and type of resource for which you are searching.

Search by Keyword: Type a specific keyword into the left search bar. Words you may search include: sovereignty, culture, history, treaties, professional development, etc.

The site includes lesson plans, videos, resources like exemplars and maps. Wisconsin educators are encouraged to use these resources in their classrooms.

DPI First Nations teaching resources online

“The resources included on this [webpage](#) have been selected to illustrate ways in which teachers can integrate and infuse Wisconsin American Indian Studies content into their instruction and practice. The information from each of these resources can be woven into a school district’s curriculum through a balanced, comprehensive, and aligned framework adaptable to local circumstances.” -- DPI website

Teachers will find links on the Wisconsin DPI to First Nations teaching resources--all located on other websites.

- [Wisconsin First Nations Education](#) (see article above): Teacher professional learning resources are also provided, including a Frequently Asked Questions section for answering hard-to-ask questions you may have when teaching about Native cultures, and exemplar videos featuring Wisconsin teachers modeling how to incorporate American Indian Studies into students’ everyday learning.
- [Wisconsin Historical Society](#)
- [Indian Nations of Wisconsin](#): Histories of Endurance and Renewal (Revised 2nd Edition) with a “Understand By Design” Lesson Plan Framework Teaching Guide
 - Native People of Wisconsin: Revised and Expanded Edition with a Teacher’s Guide and Student Materials
- [WHS Press](#): 20+ links to other resources and materials
- [University of Wisconsin Press](#)
- [Minnesota Historical Society Press](#)
- [PBS Wisconsin](#) Tribal Histories features tribal community members, elders, and storytellers sharing the cultures

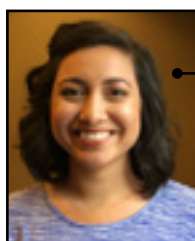
and oral traditions of their nations that have shaped their communities across generations. The series of half-hour programs will present the histories, cultures, and traditions of all eleven federally recognized Wisconsin’s American Indian nations and tribal communities, plus one nation that is seeking to regain its federal recognition status.

- [PBS Wisconsin Education | Learning Powered by Curiosity](#)
- [The Ways](#) is a production of the PBS Wisconsin Education | Learning Powered by Curiosity. This resource is “an ongoing series of stories from Native communities around the central Great Lakes. This online educational resource for 6-12 grade students features videos, interactive maps, and digital media exploring contemporary Native culture and language.”
- [We Are Healers](#) is a digital media resource featuring stories of American Indian health professionals.
- [Great Lakes Indian Fish and Wildlife Commission](#) (GLIFWC)

WHAT WE'RE READING >> the WCTE Board

Looking for a good book?

Check out these titles, shared by the WCTE Board



Justina Plemon
St. Mary's MS, Neenah

So You Want to Talk about Race by Ijeoma Oluo

In *So You Want to Talk About Race*, Editor at Large of The Establishment Ijeoma Oluo offers a contemporary, accessible take on the racial landscape in America, addressing head-on such issues as privilege, police brutality, intersectionality, micro-aggressions, the Black Lives Matter movement, and the "N" word. Perfectly positioned to bridge the gap between people of color and white Americans struggling with race complexities,

Oluo answers the questions readers don't dare ask, and explains the concepts that continue to elude everyday Americans.. ~*Goodreads*



Tanya Sponholz
Prescott High School

Children of Blood and Bone by Tomi Adeyemi

"The author creates a fantasy, drawing on West African mythology and comparisons to the world today. Zélie is a diviner, a person who could have magic had the king not been systematically killing those like her. In fact, Zélie has lived through the raid when the king's guard raided her village and killed her mother in front of her and dragged her mother to hang in a tree. Zélie links up with the princess, Amari, and her brother Tzain in a quest to restore magic."

~ *Tanya Sponholz*

Zélie Adebola remembers when the soil of Orisha hummed with magic. Burners ignited flames, Tiders beckoned waves, and Zélie's Reaper mother summoned forth souls. But everything changed the night magic disappeared. Under the orders of a ruthless king, maji were killed, leaving Zélie without a mother and her people without hope. Now Zélie has one chance to bring back magic and strike against the monarchy. With the help of a rogue princess, Zélie must outwit and outrun the crown prince, who is hell-bent on eradicating magic for good. ~ *Goodreads*



Kelly Seefeldt
Stevens Point Area HS

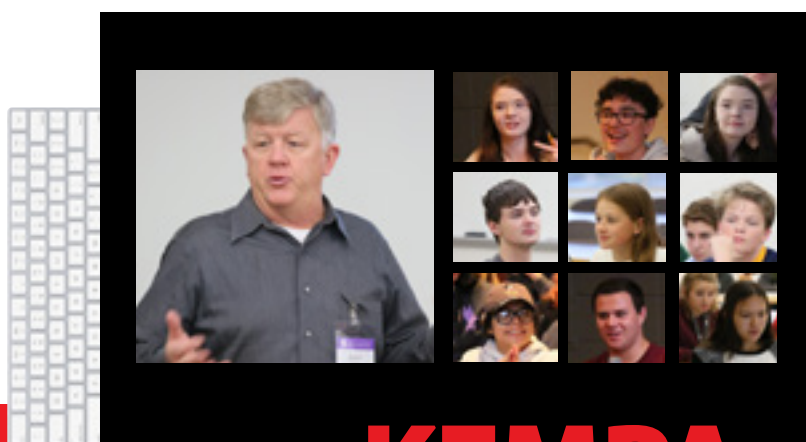
We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina L. Love

I recently finished this book as part of an online book club and speaker series put together by Educators for Antiracism. I appreciated how much it made me confront how we currently do things in education, and things I have done as a teacher, through a critical lens. ~*Kelly Seefeldt*

Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the US educational system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. ~*Goodreads*

Look for more good book recommendations in the winter WCTE Update.

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JOURNALISM CONFERENCE

Innovation in a Time of Crisis

Friday, October 16, 2020

*On your screen and at your fingertips
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Far from being a slimmed-down version of our regular event, this conference not only lets you attend three live sessions online, but will give you and your students access to every presentation recorded that day.

[More information here.](#)

REGISTER NOW

FOR TEACHERS

Board members share favorite resources

1

Prezi video

Prezi video allows you to record and explain Prezi slides and images in an onscreen video, so your students can see you explaining resources.



Recommended by Kelly Seefeldt

I first used this in the spring when I needed to do a more in-depth explanation of a project to my students. I plan on using it for the upcoming year to adapt some of the visual resources I want to reuse from previous years in my new online (blended) environment. [Kelly teaches at Kohler Middle School.]

2

NY Times Learning Network blog: **12 Ideas for Writing through the Pandemic with The New York Times**

Each project in the NY Times Learning Network features a NY Times text and prompts to inspire writing, as well as related resources from The Learning Network to help students develop their craft. This link takes you to 12 ideas for writing through the pandemic, including journals, poems, comics and more — for students to try at home.



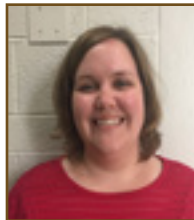
Shared by Linda Barrington

This is accessible online for students to learn independently from home or can be used as a classroom resource for both non-fiction and creative writing. The NY Times Learning Network has a gazillion other lessons as well, all free for teachers. [Linda teaches at Mount Mary University.]

3

Free online resource: #Teach Living Poets

The purpose of this website is to “complicate the canon and empower students through poetry.” It is chock full of resources for teachers who are looking to diversify the poetry they use and find poetry that more students can connect to.



Shared by Tanya Sponholz

I specifically used this resource when I was choosing poetry by recent Poet Laureates for my Poetry March Madness. It also has a number of great lesson plans that I hope to take advantage of this coming school year. [Tanya teaches at Prescott High School.]



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.

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.



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- three e-newsletters a year
- award reminders
- convention updates
- ... and more



Be a VOLUNTEER



Opportunities to lend a hand are always available.

Wisconsin English Teachers' Calendar of Events, Deadlines



WCTE Update September 2020

President Kelly Seefeldt	Secretary Jennifer Kieren
1st Vice-President Justina Plemon	Treasurer Tom Scott
2nd Vice President Sarah Rowse-Borelli	Update Editor Linda Barrington

September

**Sept. 27-
Oct. 3** Banned Books Week: "Find Your Freedom to Read"
<https://bannedbooksweek.org/>

October

Oct. 16 Fall Scholastic Journalism (virtual) Conference sponsored by the Kettle Moraine Press Association: "Innovating in a Time of Crisis." More information at www.KEMPAjournalism.org.

November

TBD Book Club with Pernille Ripp sometime in November: "Passionate Learners: How to Engage and Empower Your Students": discussion with Pernille, and ongoing discussion with book club members via Facebook.

Nov. 18-22 NCTE virtual convention. Schedule here: <http://convention.ncte.org/2020-convention/schedule/>

Nov. 19-22 Journalism Education Association/National Scholastic Press Association virtual High School Journalism Convention, *information to come*

Nov. 22-23 CEL virtual convention in Baltimore, *information to come*

December

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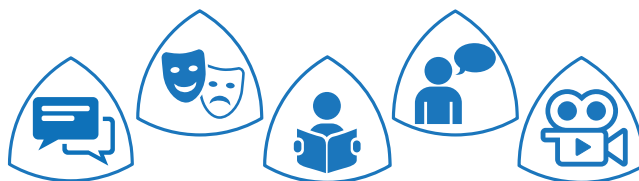
Forensic Speaking & Listening



2020-21 Online Contests and Programming

According to a UW-Madison study, depression and anxiety were at alarming rates among student athletes this spring (uwhealth.org/news/more-than-two-thirds-of-high-school-athletes-report-anxiety-and-depression-since-pandemic/53429).

Forensic **middle and high school activities of Debate, One-Act Theatre, Speech, and Film** are academic, performing arts sports, and often serve students who are not athletes, and/or find themselves socially marginalized. These essential activities build confidence in young people, preparing them for college and career readiness. According to Dr. Karissa Niehoff of the NFHS, "These activities – the other half of education – are vital to the mental and emotional wellness of student participants."



For the 2020-21 school year, **WHsFA is offering its contest series in all activities in an entirely online format**, allowing students to participate in safe, secure online platforms that have been tested on a national level.

For more information, visit whsfa.org/coronavirus.

Share with administrators!