



CESA 8

Connection

February 2005

A GROWING CRISIS – A Commentary on Physics and the Future

It's enough to have Einstein spinning in his grave. Though it is the 100th year celebration of the publication of the great physicist's three papers on special relativity, Brownian motion and the photoelectric effect that revolutionized 20th century science, it appears that Physics instruction in the USA is falling on hard times. Why is this a bad thing?

Imagine trying to understand the nature of the universe without a grasp of the laws of physics. Imagine making sense of nanotechnology without knowing the basics of particle physics. You can't. From the vast to the very small, from the visible to the invisible, physics underpins everything. The more we know, the more fundamental it becomes. The distinctions between the three sciences are increasingly blurred around the edges, with physics underpinning and driving most of the advances in chemistry and biology. Like it or not, physics has become the senior science.

Physics is one of the basics for discovery in areas like global warming, plate tectonics (remember the Tsunami?) and replacement energy sources. A friend of mine is a senior scientist on the Princeton University Fusion Project that may provide all of us with cheap and abundant energy. He said to me several months ago, the new students are fewer and less prepared than any time in his 30 year career as a scientist.

Though some will point to recent successes like the one-year anniversary of the Mars Rover, we have fewer students in the pipeline that will become the physicists of the next generation. If the students in our high schools do not study physics then who will enroll in the university classes that prepare the next generation of astrophysicists? If we don't have students enroll, who will solve some of the very large problems facing the next generation?

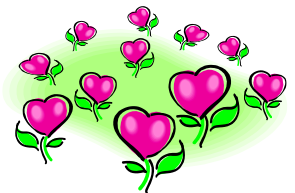
Finally, many of those teaching physics are teaching in a minor field or even outside of their preparation. Our students can tell whether a teacher is fired up by their subject, and it's self-evident that a biology teacher is going to be less enthusiastic about teaching physics. This makes a massive difference: if pupils are to maintain an interest and develop a desire to study a subject at AP-level, they need to be inspired. And that just isn't happening at the moment. Finally, market-based recruitment system means that the specialist physics teachers we do have are not distributed evenly across the state (and nation). Physics teachers know they are in demand and can afford to pick and choose their jobs... in practice this means they either go into the independent sector or to wealthier school districts, leaving huge numbers of schools with a real shortage of specialist teachers.

The No Child Left Behind Law provides little in the way of initiative to developing quality classroom experiences. The focus is on reading, writing and arithmetic. Testing beyond grade 10 misses the typical physics student who is in grade 11 or 12.

Many feel the curriculum has already been made as accessible as it can be. Any further reduction in the rigor would amount to serious dumbing down. Educators need to find a way of conveying the enthusiasm for the subject that will inspire students to take that intellectual step up to join them. It is a tough call; but it is possible. My daughter once said she was expecting to find physics hard and all my friends thought she was silly to take it. But she found out it was much fun.

If there are readers out there with commentary on this article or ideas on how to improve the numbers of students and teachers, feel free to contact me.

- Bob Kellogg, Administrator



Future Workshops

Workshop	Date	Place & Time	Contact
Tucker Signing Strategies for Reading	Saturday, February 5, 2005	Comfort Inn & Suites Wittenberg, WI – 8 am – 2 pm	Joan Fetterly 1.800.831.6391 x 247
A Framework for Understanding Poverty	Thursday, February 10, 2005	Comfort Inn & Suites Shawano, WI – 8 am – 3:30 pm	Joan Fetterly 1.800.831.6391 x 247
Special Education Conference	Saturday, February 19, 2005	D.C. Everest High School, Weston, WI	Sharon Rybacki 1.715.241.8576
Hear Our Cry: Boys in Crisis	Friday, March 4, 2005	Comfort Inn & Suites Shawano, WI - 8 am – 3:30 pm	Beth Fuerst 1.715.793.4301
Circles of Life	April 28 & 29, 2005	Marriott Hotel Madison West	1.877.273.5459

Special CESA Offerings

CESA 8 is beginning a specially designed Reading Resource Center programming along with specially designed coursework in alcohol, tobacco and other drug abuse prevention strategies. All of these elective courses can be used as part of a special Master of Arts in Education coursework in the region. Informational overviews will be presented February 8 at CESA 8, Gillett and February 16 at Pembine High School. Reading coursework in CESA 8 is co-sponsored and supported by a grant from the Gannett Foundation/Green Bay Press Gazette.

The following courses will be presented during spring-summer 2005 at CESA 8, Gillett and Pembine, WI.

TRIBES Location: Gillett Dates: April 15, 16, 29, 30 Time: Fridays from 5:00 – 10:00 p.m.; Saturdays 8:00 a.m. to 5:00 p.m. Instructor: Jennifer Warner Course #: EDUC 786 NOTE: 2 credit course	EMERGENT LITERACY Location: Pembine Dates: July 25 – 29 Instructor: Al Arnold Course # EDUC 681 Note: 3 credit course
STRESS REDUCTION AND HEALTH STRATEGIES Location : Gillett Dates: June 13 – 17 Instructor: Mary Lewellin and Rita Simon Course # EDUC 786 Note: 3 credit course	THE ABC'S OF ATOD Location: Gillett Dates: August 1 – 5 Instructor: Pam Kanikula and Sara Newton Course: EDUC 786 Note: 3 credit course
FACILITATING CLASSROOM COMMUNITY DEVELOPMENT Location: Gillett Dates: June 20 – 24 Instructor: April Frelke Course # EDUC 786 Note: 3 credit course	CONTENT READING AND STUDY STRATEGIES Location: Pembine Gillett Dates: August 8 – 12 August 15 - 19 Instructor: Dr. Kenneth Cutts Course # EDUC 650 Note: 3 credit course
EMERGENT LITERACY Location: Gillett Dates: July 11 – 15 Instructor: Al Arnold Course # EDUC 681 Note: 3 credit course	VIOLENCE AND THE IMPACT OF BULLYING IN SCHOOLS Location: Gillett Dates: August 8 – 12 Instructor: Pam Kanikula, Brad Gilbert and Sara Newton Course # EDUC 786 Note: 3 credit course
ISSUES AND TRENDS IN RURAL SCHOOLS Location: Gillett Dates: July 18 – 22 Instructor: John Cerny Course # EDUC 786 Note: 3 credit course	FORCE VI (a new version of our popular curriculum writing course) Location: Gillett Dates: August 15 – 19 (independent work required the week of 8/15-19/05) Instructor: Brad Gilbert and John Cerny Course # EDUC 786

You can register with Joan Fetterly for the courses above via email jfetterly@cesa8.k12.wi.us or call 1.800.831.6391 x 247.

Workshop Cancellations

During the winter months we will have workshop cancellations listed on the homepage of our website at www.cesa8.k12.wi.us Please check this periodically during incimate weather prior to your attendance at a workshop.

Service-Learning Project Bridges Inter-generational Gap and Much More

Peshtigo Elementary School kindergarten students helped wheel nursing home residents to the activities room. They proudly gave special heart-shaped cards they had made to the “Grandmas” and “Grandpas”. They showed the elderly folks how to make hearts too. At a glance, one might say, “Isn’t that neat.” or “How cute!” The event was much more than a visit. It was the culmination of service-learning that had taken place the week before.

Jodi VanVooren’s kindergarten students needed to continue learning reading, writing, and other academic skills outlined in the Wisconsin State Academic Standards. They needed to continue to develop psychomotor, hand-eye coordination, and other physical skills. They also needed to work on developing Education for Employment skills such as cooperation, leadership, and using technology for tasks skills that will be necessary to function as productive citizens. Leadership in kindergarten? Of course, leaders are trained, not born.

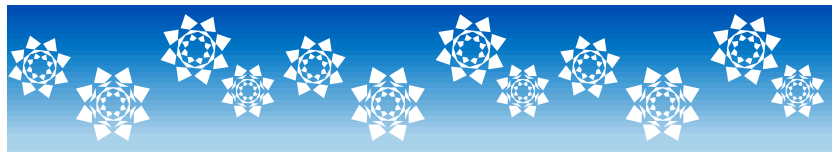
The students practiced leadership skills by helping choose and plan what activities they would engage in to help them prepare for the visit. The spelling, penmanship, and word recognition skills learned in making the Valentine cards aided their learning and applying communication skills. Drawing, tracing, and learning to follow lines using scissors help hone physical skills. And art is important too. And the nursing home visit helped put all those skills to practical use in a meaningful way. It also helped fulfill a genuine community need to keep the elderly in touch with the educational process. Now that’s education. It’s what makes service-learning such an effective teaching strategy. And Peshtigo did it well.

If you would like to learn more about service-learning or grants available for trying it, please contact John Knickerbocker at the CESA 8 office by calling 920-855-2114, extension 227, or 800-831-6391, extension 227. You may also e-mail him at knickerb@cesa8.k12.wi.us. You may also want to attend the Service-Learning Awareness/Grant Workshop on Wednesday, March 23rd from 9 am to noon.



◀ *Nursing home residents "learn" how to make hearts from the kindergarten student "teachers". Of course the lesson was more about connecting elderly citizens with local education.*

- John Knickerbocker, CESA 8 Service Learning Coordinator



CESA 8 Districts Earn “Perfect Perkins Performance Awards”

Beecher-Dunbar-Pembine, Coleman, Oconto, and Suring earned Perfect Perkins Performance Awards from the Wisconsin Department of Public Instruction for work in the 2003-4 school year. The awards are based on criteria set by the federal government and the Wisconsin Department of Public Instruction as a part of Carl D. Perkins Vocational and Technical Education Act of 1998. Recognition involves programming in Career and Technical Education (formerly called Vocational Education).

The districts are among a select number of schools statewide who were able to score above established federal standards. The criteria includes:

- Academic Attainment by Vocational Education (VE) concentrators (students involved in 2 or more related CTE courses)
- Skill Proficiencies earned by VE concentrators completing Tech Prep or Work-Based Learning (WBL) courses.

- Completion (Graduation) by VE concentrators
- Diploma Credential by VE concentrators in Tech Prep or WBL courses
- Placement of VE concentrators in a related field of work or further training after graduation
- Non-Traditional (gender related) Participation by VE concentrators
- Non-Traditional Completion by VE concentrators

Carl Perkins Designees who coordinate the local programs are

Melanie Olson, Family and Consumer Education Instructor - Beecher-Dunbar-Pembine

Kelly Casper, High School Principal - Coleman

Ron Rauscher, Technology and Engineering Education Instructor - Oconto

Tammy Steffek, Business and Information Technology Instructor - Suring

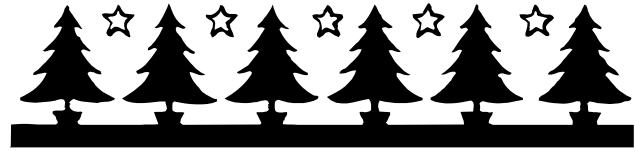
Way to go BDP, Coleman, Oconto, and Suring!

In CESA 8, Local Vocational Education Coordinator John Knickerbocker administers Carl Perkins Act programming.



◀CESA 8 Local Vocational Education Coordinator John Knickerbocker accepts congratulations on behalf of Beecher-Dunbar-Pembine, Coleman, Oconto, and Suring school districts from DPI Career and Technical Education Team Division Director Margaret Ellibee for the schools' Perfect Perkins Performance Awards.

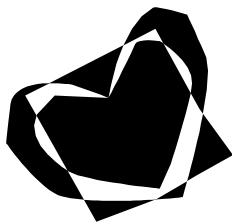
- John Knickerbocker ,Career & Technical Education Coordinator



Dennis Christian Gets Shaved

Our National Honor's Society had a local food drive, so we came up with an idea to motivate more donations. The class that had the highest number (%) of items would get to shave me. Our grade school had over 1,000 items. We have about 100 students in the grade school. The 5th grade class won with 402 items. We have 18 students in that grade. We put the students names in a hat and four students got to shave me.

- Dennis Christian, Goodman-Armstrong Creek School District Administrator



Accommodations & WAA Update

DPI is working with CTB-Mc-Graw Hill to allow more general accommodations for the WKCE assessment. Wisconsin currently has very strict guidelines in accommodations for students with disabilities. McGraw-Hill has developed category I, II and III accommodations lists through research on test validity for any student. Category III are the accommodations that would be limited to students with disabilities. DPI has been reviewing these category designations, identifying testing guidelines that would apply to all students, and developing a list of accommodations for students with disabilities and ELL that will be very explicit. The list will be reviewed with McGraw-Hill and then written into the WKCE test administration guide. This list will apply for grades 3 thru 8 and 10. The necessary accommodations still should be included in the IEP so that the student gets individualized accommodations no matter what school they are in. Each school will decide its general protocol for administration of the WKCE.

Students with disabilities in Wisconsin have made gains on WKCE assessments. However students without disabilities have also continued to improve so gaps remain. The parent opt-out only applies for 4th, 8th and 10th grade testing since these are requirements the state applies rather than federal law.

Twenty-nine districts were over the 1% proficient in WAA for the 2003-04 school year, and the waiver form should be returned to DPI as soon as possible. Research shows that over time 1-2% of the special education population will need alternate assessment. The federal government has said a district and state can count 1% of students in the tested grades who test proficient on WAA as part of AYP. When a district exceeds 1% documentation is needed. Wisconsin's statewide WAA proficient level is at .8%. The 1% calculation is separate for reading and math.

As part of alternate assessment under NCLB each state is watched closely. There will be a peer review in May of Wisconsin's alternate assessment process. Two studies are required to validate the technical qualities of the WAA: 1) analysis of the quantity and quality of evidence gathered and 2) validation of ratings. DPI will work with the RSN to gather the necessary documentation for each study.

Special Education Team Update

Regarding IDEIA reauthorization only the highly qualified teacher requirement is effective immediately. All other requirements take effect July 1, 2005. Wisconsin is taking the position that all teachers in Wisconsin are highly qualified since the rules governing practicing teachers and PI-34 dictate the method of verifying that teachers are highly qualified. Newly certified Wisconsin teachers now take the praxis to assess their content knowledge.

The IEP section of IDEIA (Individuals with Disabilities Education Improvement Act) will create the need for a number of new or different forms. Short-term objectives are gone except for students who are alternately assessed. There are several new provisions regarding the IEP meeting – 1) the IEP can be changed without a formal meeting if both parties agree (the parent must do so in writing), and 2) an IEP participant can be excused and this must be in writing. There is a provision to pilot a program to offer a 3-year IEP to parents. IDEIA funds can support supplemental education programs for NCLB. The work of the state parent training programs (FACETS) is focused on training. Districts can use up to 15% of their special education funds for non-special education services of a preventive nature. The regulations are needed to further define such use.

IDEIA contains a paperwork reduction section that allows states to reduce special education paperwork, but it is very unclear. An early conflict dispute provision allows for a resolution session within 30 days of a complaint being filed. Complaints must be clear and specific and there is a 2-year cap under which to file. Transition to adult life requirements were collapsed and pushed up to 16. SLD will require additional guidance from OSEP. The SLD requirement to identify an ability/achievement gap could be replaced by data on "response to intervention" using research based/scientific based processes. More information is needed in this area. There is increased emphasis on reducing the number of children of color in special education. IDEIA contains more requirements around parentally placed private school children. It is not a FAPE responsibility but more school district responsibility to work with parents. Federal authority regarding sanctions has increased for failure to reach performance goals in many areas. If student goals are not reached OSEP will become increasingly intrusive. A 6-year timeline to reach full federal funding was established but not mandated.

If there are no changes on July 1 Wisconsin will again have 2 different special education laws to address. This will affect areas like transition. DPI will bring together state stakeholder groups to discuss how/whether to apply for the waivers available under IDEIA. The state cannot apply until guidelines for the waivers are issued from Washington, and stakeholder

buy-in is needed to have a successful waiver application. The SAA recently voted that Wisconsin law should be federalized. The state improvement grant is now called the state personnel grant, and all its funds are to be used for training. CSPD now includes autism and an emphasis on training on autism spectrum disorders. IDEA makes many references to scientifically based research that may be tied to documentation of CSPD.

Notice of request for comments and recommendations on regulatory issues under the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004.

You have time to comment to OSEP regarding IDEA until the end of February. It is the rules and regulations that count. If you would like to provide comments and recommendations to the proposed regulations to implement programs under the recently amended IDEA, your comments and/or recommendations should be received on or before February 28, 2005. Comments can be received either in writing or through the Internet.

For more information on how to submit comments or recommendations visit the U.S. Government Website:
<http://www.regulations.gov>

- Chuck Hastert, Director of Special Education

CLASSROOM TEACHERS AND SPEECH/LANGUAGE PATHOLOGISTS:

Do you lose your voice during teaching or have frequent sore throats?
Do you have trouble projecting your voice?
Does your class complain they can't hear you?



Here is a website to check out for great voice health tips: www.voiceacademy.org

Did you know that teachers have the highest incidence of voice disorders compared to other occupational groups! Researchers estimate that as many as 75 percent of these voice problems could be prevented or self-managed if teachers had knowledge about healthful voice use.

You will learn some great information about amplification systems, classroom acoustics and healthful voice production. Funded by a health education grant from the National Institute on Deafness and Other Communication Disorders, this self-paced and interactive tutorial is available to teachers at no cost—FREE!

Speech/Language Pathologists: add your advocacy by sharing this web address with your teachers, and invite them to attend a 50-minute in-service presentation about vocal health. The Voice Academy has done the homework: the in-service script and ready-to-use slides or overheads are available on the website: www.voiceacademy.org (See the “In-service leaders” link on the homepage). The presentation will supply to teachers the tools they need to keep their teaching voices going strong.

2003 National Center for Voice & Speech, with support from The University of Iowa Department of Speech-Pathology & Audiology, and a grant from the National Institute on Deafness and Other Communication Disorders, a division of the National Institute of Health.

- Marycarolyn Jagodzinski, CESA 8 Speech/Language Pathologist/Supervisor

Keeping Students Healthy, Physically Fit and Learning – Schools Play Key Role in Teaching Good Habits for a Lifetime

Research tells us that children's nutrition and physical activity have a direct impact on their health, energy levels, and positive behaviors. Yet, new statistics on the health of our nation's youth indicate that more and more children are adopting unhealthy eating habits and inactive lifestyles. To deal with this growing problem, schools, teachers, parents, and community members across the country are providing students with the knowledge and skills they need to stay healthy and fit. To learn more about what you can do to contribute to healthy lifestyles and living go to www.thechallenge.org

What Can We Offer For Assistive Technology?

MORE NEW LIBRARY ITEMS LISTED BELOW

The CESA 8 NE Regional Assistive Technology Lending Library has over 390 items that are available for lending on a 3-5 week lending period. Catalogs are available upon request or you can find it on our web site at www.cesa8.k12.wi.us/services/at/atindex.htm. Library services are available to all Special ED & Regular Ed Teachers working with students with special needs.

Assessments, Consultations, and at times, Special Group Equipment Buys are also available.

Information is available from the CESA 8 office Mon-Fri 7:30-4. Please contact Julie Heise, Program Assistant, at 800.831.6391 x262 for library items or Joanne Laurich, AT Coordinator, at 800.831.6391 x235.

Some Of The Newest Items In Our Library:

Birth-To-Three – Literacy Kits – Interactive Storybook, If You See A Cow, Big and Little, One, Two What Should We Do, Counting Bears, Twinkle, Twinkle Little Star, Find The Puppet. These kits are wonderful aides to your classroom. They help with visual motor development, rhyme, rhythm, opposites, counting, reading, muscle development, different sizes, and understanding a story. These are all hands on interactive kits that build individual development.

Draft:Builder (Win/Mac) – Draft:Builder leads students through the three key steps in creating a first draft: organizing ideas, taking notes and writing the draft. It models the logical, progressive steps of draft writing and displays a visual representation of the process. The display gives students a frame work to generate, manipulate and connect ideas and information. The Result? Students are less overwhelmed, more organized and able to produce a high-quality first draft.

Start-To-Finish Books – (Win/Mac) – Start-To-Finish books have three formats, CD computer book, Paperback Book, and Audio Book. These books provide limitless opportunities to create motivated readers. *Available titles include: Rosa Parks, Frederick Douglass, Harriet Tubman, Story of Anne Frank, Tuskegee Airmen, Japanese Americans: Prisoners at Home, Treasure Island, Red Badge of Courage, Adventures of Huckleberry Finn, Graveyard Mystery, Crossbow Mystery at Yellowstone Park, Alcatraz: The Rock, Adventure of the Speckled Band, Silver Blaze, Scandal in Bohemia, Home Run Heroes, Story of Florence Griffith-Joyner, Ali: The Greatest, Kidnapped, Adventures of Tom Sawyer, Call of the Wild, Story of the American Revolution, George Washington, Death at Jamestown, Jane Goodall, Charles Darwin, A Space Voyage, Story of Rubin Hurricane Carter, Walter Payton and the Bears, and Story of Wilma Rudolph.*

Links To Literacy – (Win) Links To Literacy is a new concept in producing books and **Summer or Winter** activities for students. It is a valuable resource for promoting literacy skills for individuals of all ages, with or without disabilities. It contains 7+ books and 75+ activities to print. *Winter includes: winter intro, winter happenings, winter fun, winter colors, what is a hundred, special days and what can I make. Summer includes: Summer intro, summer happenings, bugs, sports, butterflies, spring colors, spring counting and what can I make.*

WATCH FOR NEW ITEMS IN FUTURE NEWSLETTERS!

Items of Interest, Classroom Ideas and Internet Sites to Visit

Alverno Scholars of Wisconsin program will provide one year of free tuition to one high school senior woman from every county in the State of Wisconsin! For more information, details and downloadable applications can be obtained at www.alverno.edu

Assessment and Treatment of Reading Difficulties, June 20 –24 in Tomahawk, 4 credit course through Viterbo, for more information contact Nancy Kind at 715.453.2141.

Annenberg/CPB spotlight. This month focuses on History, check it out at: <http://www.learner.org/>

AWSA – Quality School Leaders – The Future of Education April 20, 2005 in Wausau – April 21, 2005 in Appleton. For more information or to register 608.241.0300.

BI-Okoto Drum & Dance Theatre and School of African Cultures is a 501/3 drum/dance company presenting customized authentic live West/South African drum & dance performances at festivals, schools (elementary through high schools), colleges, universities and other learning institutions. We also conduct interactive arts integrated lecture demonstrations, movements and music workshops. To book us for your school event call or email Jeanita Olowe at 513.221.6112 or jolowe@bi-okoto.com

Black History Month, February 2005 Bring a vital part of our nation's history to life in your school during Black History Month with exciting and innovative educational tools. Call us at 1.800.635.2666 or visit us online at www.positivepromotions.com

CEI – Creative Educators Institute – July 18 – 22 and July 25 – 29 at the Milwaukee Institute of Art and Design. Questions? Contact Karin Wolf at 414.847.3336 or email kwolf@miad.edu

Character Education Conference, June 13 – 14, 2005 Country Springs Hotel, Waukesha. Don't miss this outstanding conference on the importance of character in our communities, for our children, for our families, and for our organizations. For questions regarding this conference contact: Sandy Swartzat at 920.675.1050 or email her at swartzs@jefferson.k12.wi.us

Children's and Adolescents' Literature in the Reading Program, July 11 – 15 in Tomahawk, 3 credit course through Viterbo, for more information contact Nancy Kind at 715.453.2141.

Crimes Against Children – February 10, 2005 at the Bourdini Center, FVTC, Appleton. Nationally recognized speakers along with Department of Justice experts in the field of crimes against children will be on hand to discuss one of the most important issues in Wisconsin today: Keeping our children safe from predators in our communities, at school, and on-line. For registration information contact Patty Kurdi at 608.266.1671.

Do Something Wisconsin! Do Something is aligned with Wisconsin's Model Academic Standards and Standards of the Heart, complements service-learning and character education initiatives, and improves the school environment while enhancing educational opportunities. Do Something proposals are due March 2, 2005. To get involved and Do Something contact Teri Dary at 920.324.2962 or by email at tdary@charter.net

Emergent Literacy, August 8 – 12 in Tomahawk, 3 credit course through Viterbo, for more information contact Nancy Kind at 715.453.2141.

Family-School-Community Partnership Conference – March 9, 2005, at the Crowne Plaza Hotel, Madison. Registration by February 25, for more information contact John Philips at 608.264.9325

Grant Applications Due in March The Institute will again be awarding research grants to CESA's 7 and 8 educators to conduct school-based action research. Proposals are due at the Institute's office in Wood Hall 424, on the UW-Green Bay campus, by 4:30 p.m. March 18, 2005. Further information and grant proposal guidelines are available on the Institute's Web site, www.uwgb.edu/learnpart/ or by calling 920.465.5555

Grants to Improve Teaching and Learning Request for Proposals – Submission Deadline March 18, 2005. A variety of informative materials have been identified for prospective applicants to assist them in designing quality projects and developing competitive proposals. These materials may be accessed through the Institute for Learning Partnership's web page at www.uwgb.edu/learnpart/

Integrating the Internet into the K-12 Language Arts Curriculum January 26 – March 15 via Internet. Teachers grades K – 2 will explore Internet resources for use in the classroom, as well as gain an understanding of how to successfully integrate such resources into existing curriculum. To register online www.solutionwhere.com/cesa7/cw/showcourse.asp?771 or contact Chris Rogers at crogers@cesa7.k12.wi.us or 920.492.5960 x 640.

Knowledge Master Open (KMO) A challenging and fun academic competition emphasizing higher cognitive skills and interdisciplinary content competing with other excellent teams around the world. KMOs are quality, worthwhile, inexpensive activities ready-made for gifted and talented programs and academic teams. For more information go to www.greatauk.com

Looking for Grants or Information on Grants? Check us out at: www.tgci.com for information and trainings.

Master of Science in Natural Resources with an emphasis in Environmental Education for K-12 Teachers offered through UW-Stevens Point – visit the web site for more information www.uwsp.edu/natres/msnree/

Mississippi Valley Archaeology Center can help you meet a variety of the Wisconsin State Standards – check our website at www.uwlax.edu/mvac

NASA Science and Technology Scholarship Program, a scholarship for service programs is coming. It is a scholarship that will not only pay the student's college tuition, but offers that student a job at NASA upon graduation. This scholarship could provide the student with full tuition leading up to a 4-year degree in Mathematics, Engineering, or Technology. It will then be expected that scholarship recipients will work for 2 years at NASA for each year of scholarship assistance the student received, with a maximum commitment of 4 years. Have your students sign up now at: www.spacegrant.org or www.tsgc.utexas.edu/stsp/.

New Findings and Best Practices in Mathematical Literacy

Thinking Mathematically, Teaching Elementary Students to Use Algebraic Reasoning to Support the Learning of Arithmetic, Tuesday, March 1, 2005 – The Pyle Center, Madison, WI

The Pit and the Pendulum – Introducing Statistical Reasoning through Literature, Friday, April 15, 2005 – Kiel High School, Kiel, WI

Call 608.262.0810 to register or for information go to outreachinfo@education.wisc.edu

NewsBowl 2005 A fun current events student-centered learning activity and national test! No teacher preparation is required!!!! News Bowl is a current events contest between classrooms from elementary, middle and high schools located throughout the United States. The contest is open to all classrooms in grades three and up. The contest is a 50 question multiple choice test followed by five tie breakers. The questions will cover current events from January 1, 2005 to February 28, 2005. The contest takes place in March, in your school. For more information go to www.newsbowl.com

Online Test Prep – ACT, SAT, PSAT Thompson-Peterson's Online ACT, SAT, and PSAT Test Prep 'courses are now available through Wisconsin Virtual School (WVS) at CESA 9. Price is \$80/course. Districts purchasing multiple online test prep courses are eligible for volume discounts. Contact WVS for details at www.wisconsinvirtualschool.org

Packer Hall of Fame invites you to plan a fourth grade field trip to the Packers Hall of Fame (PHOF), which recently partnered with the Green Bay Area Public School District to create a fourth-grade level learning curriculum. If you would like more information on the PHOF contact us at 920.496.5700 or go to www.packers.com

Pearson Digital Learning As the leader in software for pre-K-12 we are committed to providing innovative, research-based digital learning solutions that elevate the art and science of teaching and inspire children to reach their greatest potential. We understand that school budgets are tight, that's why we offer grant resources to help out. Visit us at: www.PearsonDigital.com

State Superintendent's Newsletter Seachange – 6.8 Million to Charter Schools – check it out: <http://www.dpi.state.wi.us/seachange/index.html>

Telecommunication Issues - Technology Support Series – February 15 – 16, 2005; 8:30 a.m. – 4:30 p.m.; Live broadcast to CESA 7 Office, Green Bay. Under PI-34, newly licensed technology coordinators need support seminars to further their professional development as Initial Administrators. All sessions will be broadcast across the Internet, using Mediasite Live! Technology. For more information call Steven Lanphear at 608.262.0589 or email slanphear@education.wisc.edu

Unexpected Journeys - For Parents and Siblings of Children, Ages Birth through Five, Who are Blind/Visually Impaired, Including Those with Multiple Impairments. March 11 – 13, 2005, Raintree Resort, Wisconsin Dells. For information call Marilyn Connolly at 1.866.284.1107 or email her at marilyn.Connolly@wcbvi.k12.wi.us

Universal Screening and Progress Monitoring of Elementary Students' Reading and Math Skills The ability to identify individuals at an early stage for prevention and intervention services may minimize, or even avert the pervasive negative consequences that can later occur as a result of academic failure and behavioral difficulties. For more information contact Linda Shriberg at: shriberg@education.wisc.edu

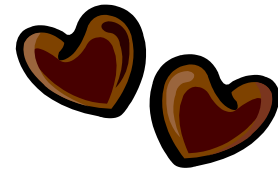
UW-Platteville Women in Engineering Program spring and summer offerings:

Pioneering Your Future: Saturday, February 19, 2005 www.uwplatt.edu/pyf

Spring Career Day: Monday, April 18, 2005 www.uwplatt.edu/wep/career_day/spring

Exploratory Career Camp: July 17 – 22, 2005 or July 24 – 29, 2005 www.uwplatt.edu/wep/career_camp

College of EMS Expo: Thursday, March 31, 2005 www.uwplatt.edu/expo



UW-Whitewater Travel Study Programs for Educational Professionals during the summer of 2005. Most of the application/deposit deadlines for these programs will be between January 15 and February 15. For more information go to www.uww.edu/conteduc/travel.htm

What Research Tells Us About Working with ELL Students – Closing the Achievement Gap for ELL – March 1, 2005 at Comfort Suites, Green Bay. Online registration only :www.cesa7.k12.wi.us – click on the register Chalk Board toward the bottom of the screen. Then, click on “View By Category” button. Then, choose ELL – click go and then scroll down to your workshop title – click on the title.

Wisconsin Migrant/Latino Conference June 20 – 22, 2005, Clarion Hotel and Conference Center, Milwaukee, WI. Contact information www.uwstout.edu/solutions/ces/migrant

Worth Surfing

See the “Surf Report” at: www.ecb.org/surf for current and archived “Surf Reports”.

<http://pbskids.org/> By kids, for kids, about kids ages 9 – 12 and organized across five topic “channels”: friends, family, school, body and emotions, with no subject off-limits.

www.mathsciencenetwork.org Provides expert, research-based information for teachers to improve math and science programs.

www.tryscience.org This interactive science site offers experiments, adventure and field trips.

www.StopBullyingNow.hrsa.gov has resources available, including an online resource kit with 22 downloadable documents.

<http://www.centerforsocialmedia.org/ecitizens/index.htm> Identifies and analyzes about 400 websites, created for and in some cases by youth, that engage youth in civic affairs.

