

We are parents of a special needs & oppose budget cuts in education. Our son utilizes the services for special education. This would be detrimental to us and other parents. We also oppose the any cuts that may affect the Sage program

Sincerely,

Scott T. Thompson  
Sharon Thompson

1711 N 17th St.  
Superior, WI 54880  
Ph. (715) 395-9593

Please consider the per pupil revenue to increase to the amount of that of wealthier districts. When the current revenue caps were put in place the School District of Superior was close to the bottom of the list as far as per pupil spent. Because our district was so efficient at the time they are now penalized with how much they can increase the amount spent per pupil. A fairer way to limit spending would be to average the amount per pupil spent across the state and put revenue caps at that amount. Now the SAGE program will be eliminated in some of our schools with this budget. All reputable studies show the advantages of lower student to teacher ratios, however with current revenue caps and the elimination of the SAGE program, the School District of Superior will have to increase the student to teacher ratio. All this and the proposed budget shows an increase in testing and spending for the Milwaukee Choice Program. Please reconsider the proposed budget to more reflect the need of our children.

Thank you.

Gerald D. Olson  
1602 E. 5th St.  
Superior, WI 54880

715 398-7113  
golson@swlp.com

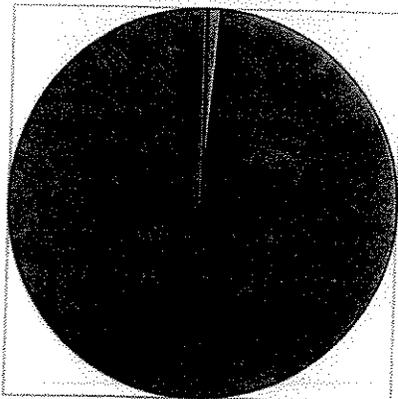
# SAVE SAGE EXPANSION!!!

- *The effectiveness of SAGE is undisputed.* If we are dealing with a restricted budget, doesn't it make sense to spend money on what we know works? Does it make sense to allocate a disproportionate amount of funds to an unproven voucher program at the expense of the expanded SAGE program?

Vouchers	\$59M	----	10,600 children
SAGE	\$65M	----	60,300 children

- The state has a contractual obligation to expand SAGE to second and third grades *if funds are available.* We believe that the funds that the DPI requested are available but are being allocated elsewhere in the governor's proposed budget.
- The proposed funding leaves out the majority of the impoverished children in our state and distributes the funds disproportionately to a small geographic area of the state.

99% of all Wisconsin Schools DENIED extension are outside of Milwaukee



■ Milwaukee
■ Rest of Wisconsin

**99% Denied  
outside of  
Milwaukee**

Mary Jo Holzhaeuser, Speech-Language Pathologist  
Ashland High School, 1900 Beaser Ave., Ashland, WI 54806



Testimony Before the Joint Finance Committee—Superior, March 27, 2001

Thank you, chairpersons Burke and Gard, and committee members, for providing this relatively local opportunity for input. My name is Mary Jo Holzhaeuser. I have worked as a speech-language pathologist in the Ashland School District for the past 15 years. I have lived in Wisconsin all my life, and I received my undergraduate and graduate degrees from state universities. I love working in special education; but, over the years, budget constraints imposed by the state have made my job more difficult. Moreover, many of the Governor's proposals for the upcoming biennium would make it even more of a challenge for me and my colleagues to provide quality, effective services to our students and their families.

Changes in four budget areas would certainly help us live up to our mandate to provide each child with a free, appropriate, public education:

**1) Remove special education from revenue cap constraints.**

In the years I have served the Ashland District, I have seen special education caseloads increase significantly. More and more children with special needs are identified each year—and their needs are greater. I realize that Governor McCallum believes this increase is due to "over-identification of students needing special education services." I deeply resent the implication—especially from a fellow alumnus of Fond du Lac Goodrich High School—that I am somehow 'padding' my caseload. Finding children who truly need our services is not a problem for my colleagues or myself. The problem is continuing to serve them well, in spite of diminishing resources.

In Ashland, overall enrollment is declining while the number of students with special needs is increasing. Special education costs more than regular education. For a poor school district like ours, these costs can be difficult to absorb. Furthermore, it is more difficult in special education than it is in regular education to predict the timing and amount of these types of expenses. If even a handful of those special needs students requires unusually expensive services, our budget can be very disproportionately affected. This disproportion can lead to tension between regular education and special education, especially when budgets are tight. The perception could be that "those expensive special ed. kids take money away from everybody else." In turn, when tight budgets cause the student-teacher ratio in the regular education classroom to increase, mainstreaming opportunities for students with special needs decrease. The more kids in the classroom, the less time the teacher has to make accommodations for students who learn differently. Taking special education out from under revenue cap constraints would prevent this type of backlash.

**2) Reimburse school districts for at least 90% of costs for high cost/low incidence special education needs, and decrease the threshold at which this reimbursement goes into effect.**

The current budget proposal advocates 50% reimbursement for costs over \$50,000 per child per year. For Ashland, this means that a child's annual expenses must be over *seven times* that of a regular education student before we receive any extra help from the state. This threshold is so high that it will actually provide very little relief.

**3) Allow school districts to capture 90% of Medical Assistance Reimbursement, instead of the current 60%.**

During the 1999-2000 school year, Ashland recovered \$160,000 from Medical Assistance. This was reimbursement for services that *we* provided, that *we* documented, and for which *we* processed and submitted that documentation. I'm not sure what part the state played in any of this; but, nonetheless, they kept 40% of what we would have received. Had Ashland received 90% of that reimbursement, as we were originally promised, we would have recovered \$240,000—an additional \$80,000 which could have been used to offset special education costs.

**4) Increase state appropriation for mandated special education reimbursement.**

If the state lived up to its original commitment to provide 63% reimbursement for these costs, instead of the current 35%, all of our students would be better served. As it is, we are annually asked to do more and more with less and less, as revenues fall further and further behind expenses.

If the funding situation continues as it is, we run another grave risk: the risk of discouraging the best possible individuals from choosing special education as a career. Although Governor McCallum seems to believe that pretty much anyone who is not a convicted felon can be a special educator, I respectfully beg to differ. Dealing with students who have special needs requires a sound, university-based, theoretical background; guided practice in the field; and specialized skills. Dealing with ever-changing state and federal special education laws and regulations requires knowledge and experience. Right now in Ashland, 10 of the 28 full-time equivalent special education positions are held by people with provisional licensure. While these fellow educators are dedicated and hard-working, I'm sure they would be the first to admit that extensive, population-specific education and experience—such as I received at UW-Eau Claire and UW-Stevens Point—would have enabled them to fulfill their roles more effectively. If we are going to attract fully-qualified, appropriately certified people to the field, we have to offer more than increasing caseloads, paperwork, and liability, along with stagnating pay.

Wisconsin has always been a leader in special education legislation. Before IDEA and PL 94-142, there was Chapter 115. I strongly urge you to continue that tradition by allocating the resources needed to enable all of our children to reach their maximum learning potential. They deserve the best.

Thank you for your kind attention.

Since the 1996-1997 school year, the state has committed financial resources through Student Achievement Guarantee in Education, <sup>known as Sage 1</sup> to assist school districts in reducing class sizes in kindergarten through 3<sup>rd</sup> grade. The reason for creating the S.A.G.E. program is to increase the academic achievement of children living in poverty. S.A.G.E. aid has allowed school districts to reduce the student teacher ratio to 15:1.

The S.A.G.E program is based on solid research which have documented greater achievement gains for students in small classes compared to their peers in large classes. In particular, members of minority groups and students in socioeconomically disadvantaged areas benefit from class size reductions. Follow up studies indicate that the benefits are long lasting for students who attend small class programs like S.A.G.E.

In the Ashland School District, we are in our 3<sup>rd</sup> year of a 5 year S.A.G.E. contract. Similar to other schools who have entered into a S.A.G.E contract, the program has made a positive impact in Ashland. Anecdotal evidence from Ashland supports the effectiveness of the S.A.G.E.

program. Elementary students are reading at higher levels, students are able to spend more time developing their writing skills, and behavior referrals are lower. \* At the 2<sup>nd</sup> & 3<sup>rd</sup> grade levels, ~~SAGE~~ scores for math are significantly higher than those schools without Sage.

Throughout the state, the results of the S.A.G.E. program are positive and well documented. I am pleased that the governor has proposed to remove the sunset provision for S.A.G.E. and to give the Department of Public Instruction authority to renew existing S.A.G.E. contracts.

However, I am concerned about the governor's proposal which eliminates S.A.G.E. revenue for approximately 400 of the 500 new schools that started the S.A.G.E. program during the 2000-

\* Comprehensive Test of Basic Skills May 2000.

2001 school year. These 400 schools have a poverty rate that falls below 50% which is needed to receive S.A.G.E. aid for 2<sup>nd</sup> and 3<sup>rd</sup> grade.

Although the Ashland School District is not affected by this proposal, I am concerned with the governor's proposal for a number of reasons. In this time of revenue caps, schools do not have the financial ability to maintain a student-teacher ratio of ~~15:1~~<sup>15:1</sup>. S.A.G.E. aid is necessary to maintain a low student-teacher ratio. The governor's proposal sends a message to all school districts that the state is not fully committed to a program which they created. It also sets a precedent which could lead to a further deterioration of the State's financial commitment to fund the S.A.G.E. program. Finally, the governor's proposal to reduce the financial commitment of a program which is effective in raising the academic achievement of students is inconsistent with the State legislation and proposals which attempts to raise the academic achievement of students and to have students perform well in the Wisconsin Student Assessment System.

I ~~would ask~~<sup>am asking</sup> that you reconsider the governor's proposal and fully fund the S.A.G.E program for all school districts! Thank you.

Sheila Schulz  
712 Orchard Lane  
Ashland, WI 54806

\*parent participant\*

Sheila Schulz

From

Name: Cynthia A. Hurt

Address: 11460 Hagg River Rd.  
Pott Wing, Wis. 54865

To Whom it Concerns

On the proposed Budget for schools  
for 2001-02 - I am not pleased!

- 1) I would like every student in  
Wisc. to have the same amt.  
of money spent on them. Presently  
it feel it is very discriminatory  
~~where~~ Rich versus poor. —
- 2) I don't understand how one can  
freeze the current annual per pupil  
revenue when there are so  
many increase costs - fuel,  
transportation up grades for technology  
& E.O. - etc! —  
Why do schools seem to be the  
ones to get cut - those students  
are the future!
- 3) There are more requirements from the  
state and Federal gov. for special  
education. I think it needs to  
be supported with more money, not less.

Eleanor Davis Oexemann  
820 North 19th. Street  
Superior, WI 54880  
March 27, 2001

To The Legislature's Joint Finance Committee:

I am the SUPERIOR AREA PTA COUNCIL PRESIDENT, A GRAMDMOTHER, and SENIOR CITIZEN.

PTA advocates for all children and the Revenue cap law is harming our children and youth. They should receive the best quality education they are entitled to get, we can't short change them they are the future.

Spending caps are a problem because the annual increase is too small, \$220.00 per pupil per year, regardless of school district expenses or needs must go higher.

Our schools have out dated books, computers and costs, teachers material, plus the wages, health care, benefits, electricity, heat, and gas expenses. Cutting teachers and larger class should never happen. Our kids need you NOW.

The Revenue Caps, cost for Special-needs Students, the State aid for Special needs are too low to cover costs.

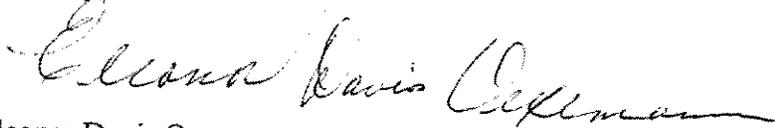
We need the State policies to prevent cuts and increase Revenue limit flexibility.

Four issues-SAGE, Revenue Cap Flexibility, Special Education and K-4- in the context of the severe deficiencies in Gov. McCallum's budget proposal. Regarding SAGE full restoration of K-3 funding. Regarding K-4 funding on the same basis as K-5.

ALL students should have the same amount of money regardless of the area he or she lives in-RICH or POOR.

THANK YOU for your participation to increase funding for Wisconsin public schools.

Sincerely,



Eleanor Davis Oexemann

Joan Kiewit

CESA #12

Director of Special Education and Early Childhood Program Support  
Teacher

Representing 4 Districts as Director of Special Education: Butternut,  
Glidden, Mellen and South Shore.

#### Statement

By eliminating discretionary grants, small districts will lose the leadership that has been provided in the past. The loss of leadership can ultimately lead to the possibility of a loss of Federal funds because Federal mandates cannot be met without the leadership piece that is being provided through discretionary grants.

The small amount of additional money that would come into the districts is not enough to allow for setting up student workshops to assist in transition services that help students become involved in their own planning for what they will do once they graduate from high school. Future Quest workshops for students are currently giving students opportunities to learn to be proactive in their own planning, helping them learn how to produce a resume, fill out necessary forms for employment, independent living, future educational opportunities. Discretionary grants have been used to assist districts in hiring parent educators to help parents become more active participants on the Individual Educational Plan team for their child.

Discretionary grants have afforded districts the opportunity to try out expensive assistive technology equipment to see if it works for a student before making the purchase as has been possible through the Wisconsin Assistive Technology Initiative. Discretionary funds have also been used to begin Early Childhood special Education programs, and expansion to provide training so young children with disabilities re being educated with typically developing peers.

With the loss of discretionary grants there will be a loss of leadership in providing for best practice in special education.



# School District of Superior

Superior Senior High School 2600 Catlin Avenue  
Superior, Wisconsin 54880  
(715) 394-8720

To the Joint Finance Committee:

Due to revenue caps and shortfalls in the past, our art students at Superior Senior High School are in "dire straits." We have not had an increase in our art budget in many, many years. As material/supply costs have sky-rocketed almost out of sight, our supply budget has stayed the same for many years and now decreased.

The time is now, to change this, during budget surpluses at the state level. These past years we have been told "..... we have no money to give you." Now that the state has budget surpluses, this is the time, to get more out to individual school districts. The money is there, now.

Educating students is a challenge in itself. Help from the Joint Finance Committee would make it less of a challenge. Thank you for your consideration and listening.

Sincerely,

Ed Labernik

Ed Labernik

Commercial Art Instructor  
Superior Senior High School

I am dismayed by the proposed cuts to educational funding under the governor's budget. In the Superior School District we have long been fighting the burden of unfair revenue caps. This as a "reward" for our school district being fiscally prudent over the years. Now the proposed budget constraints will further affect our ability to properly educate our students.

As the father of an elementary student with educational needs that are not currently being met, I am very concerned that she will not be given the "appropriate education" that state statutes require be available to her.

I wholeheartedly oppose any proposal ~~or~~ or measures that would result in a net loss to educational funding for the Superior School District!

Bruce D. Ansell  
2121 E 10th St  
Superior, WI 54880

(715) 398-5517  
ansell@duluth.infi.net

Bruce Ansell

Dear Joint Finance Committee,

**Please do not** accept Governor McCallum's proposed budget. Children are our future. Their education is important. Why put more money into testing and yet cut present programs? There should be equal education for **all** students. Revenue Caps do not make it equal. Please consider your responsibilities. Some day these children will have a voice.

Thank you,

Linda Berg  
2601 Logan Ave.  
Superior, WI  
54880

Classroom teachers are expected to perform more and more responsibilities as a part of their day. Many reasons contribute to this. As a result of an increase in the number of special education students (under new federal guidelines) they are now reconfiguring classrooms and giving the general education teacher more responsibility for carrying out individual education plans. Classroom size has a direct effect on the number of special education students. If students can be given more individual attention at an early age, fewer students will be referred to special education.

Investing in smaller class sizes, through programs such as SAGE - although considered an expensive proposal - would be money well spent. Programs, such as Project Star, have concluded "students from smaller-classes substantially outperformed students from larger-classes on both standardized and curriculum-based tests. This was true for students regardless of ethnic background and for students from inner-city, urban and rural schools." Another added benefit, according to researchers in Burke County, NC, is that classroom time devoted to non-instructional activities, such as discipline, decreased from 20% to 14% in smaller classes.

Testing, alone, does not increase scholastic ability. With increased emphasis on testing, isn't it extremely important to put money on direct instruction? Direct instruction is what will affect the test scores. We work in a school that has SAGE in K-3 grade. We have seen the wonderful results for both the students and the teachers. We highly recommend the continuation of the SAGE program in the School District of Superior and we are against any budget cuts that would hamper this program.

Name

Address

Kathy Murtzig	3701 N. 21st
ADAM SEWENSON	4415 Robinson St. Duluth, 55804
Cynthia Miller	2915 W 15th St Duluth 55806
Peter W. O'Connell	4322 ROBINSON ST. DULUTH MN 55804
Brian S. Holley	605 2nd Ave E. Superior WI 54880
Susan Nulmies	2832 Jefferson St. Duluth 55812
Roseann Larson	10125 E Island Lake Rd. Solon Springs, WI
Jodi Widiker	5215 E. 3rd Street Superior, WI 54873
Trina Kettelhut	316 W Austin St. Duluth, MN 55803 54880
Jane Haunrauer	10 Kuler Bay Dr. Superior, WI 54880
Lynn Rytke	28 Birch Dr, Esko MN 55733
Stacy Smith	77500 Evergreen Rd Port Wing WI 54865

DO NOT STOP FUNDING FOR  
PUBLIC DEFENDERS. WE ARE  
OBLIGATED TO PROVIDE COUNSEL  
FOR ALLEGED OFFENDERS, WHICH  
WOULD BE MUCH MORE COSTLY  
IF WE MUST HIRE PRIVATE LAWYERS.

DO NOT CUT FUNDING FOR EDUCATION.  
READING, WRITING, AND ARITHMETIC ARE  
IMPORTANT, BUT SO ARE OTHER FIELDS,  
WHICH CONTRIBUTE TO A WELL-ROUNDED  
EDUCATION FOR OUR YOUNG PEOPLE.

*James W. Barschdorf*

JAMES W. BARSCHDORF

715-392-2147

P.S. I BELIEVE THAT OUR TEACHERS IN  
SUPERIOR HAVE BEEN UNDERPAID FOREVER.  
START PAYING OUR MOST IMPORTANT RESOURCE  
FOR OUR YOUNG PEOPLE.

**Parent's Perspective on Governor McCallum's Proposal  
Re. Distribution of Federal Aids**



Submitted by DeAnna Murphy  
2600 Beaser Avenue \* Ashland, WI \* 54806  
715-682-8316 \* tdmurphy@win.bright.net

**Position**

I am not in favor of the governor's proposal to require DPI to distribute the maximum amount of federal aids to school districts.

**Rationale**

1. There are approximately 2,300 students with disabilities in the northernmost CESA (see DPI statistics on the December 1, 2000 count). Every child with a disability comes with a set of parents who are expected by law to be partners with, and a contributing force, in the special education process (see IDEA 97). As parents, we have not traditionally been trained or prepared in any way to be contributing partners—we are simply left to ourselves to face the confusion, frustration, and difficulty associated with working with the schools to meet the needs of our kids. It is an emotional roller coaster! And special education is fraught with unique ironies and culture, including a language all its own, and a format that takes years to learn and develop a comfort level with.

That frustration for many of the 2,300 parents in CESA #12 became lessened when two individuals at CESA #12 identified a regional need in northern Wisconsin compounded by several unique factors:

- ◆ a large number of families with disabled students;
- ◆ unusually low median incomes per family (roughly 25% below the rest of the state) resulting in more 2-income families, more frustration within families, and less time for family-related needs;
- ◆ parents with less education and experience in dealing with school-related issues (there are typically more "blue-collar" types of jobs available here, requiring less education);
- ◆ a large number of explosive parent-school issues;

- ◆ a small number of support organizations to assist parents and promote education and understanding of the issues for all parties involved.

Out of these concerns, a recommendation was made to DPI for some federal dollars to fund a parent-educator support project that has served the needs of hundreds of parents and educators over the past six years. Each year, as others outside of CESA #12 have heard of this project (the Parent-Educator Connection), it has expanded until now it has been identified as such a high priority that it is a state-wide initiative, funded by federal flow-through dollars. The governor's budget would eliminate this project and require school districts to find, train, and prepare their own individuals, as opposed to allowing the combined experience of other professionals who have seen this project develop from its infancy.

2. As a parent of a 13-year old daughter with spina bifida, hydrocephalus, significant learning disabilities, and many other related needs and concerns, we would be significantly impacted by this proposal. The Parent-Educator Connection mentored me through our early years of special education. It helped to ward off explosive moments of disagreement with the school. It taught me the language of special education and how to positively work with the school, even when we didn't always see eye-to-eye. It helped me through my own personal grieving over our daughter's disability, which also allowed me to better collaborate with the school. It has opened up avenues of communication and allowed for the full intent of the IDEA 97 law to be realized in my full and informed partnership in my daughter's special education experience.

It also connected me with other critical services that have been a great help to us with our daughter—services, incidentally, that would also be eliminated by the governor's proposal. For example, the Parent-Educator Connection suggested the services of the regional assistive technology consultant, which has provided advice and direction with regard to our daughter's assistive technology needs.

We have also been impacted by the services of the transition consultant, who has already begun a dialogue with us about helping us

prepare our daughter for life after high school. Most parents are terrified about the future of their disabled children, us included! We wonder whether or not she can live independently, hold down a job, keep track of her money, and understand what is required of her as an adult. One service the transition consultant has linked us with (which would also be eliminated by the governor's budget) is Future Quest, which is designed to both assist and prepare students and parents for the future. What an incredible event! From 8<sup>th</sup> to 12<sup>th</sup> Grade our special ed kids get to come to yearly workshops that progressively prepare them for the things to come after high school. They are educational, and provide insight and enthusiasm for all of us who have participated. I foresee that parents and students would lose a valuable resource in the elimination of this transition consultation that is currently available as a result of DPI discretionary grants, again based on regional needs. As a parent, that would be a great disappointment—even a devastation to us, as we struggle so hard to meet the endless needs of the kids who are so difficult to raise, and whose needs are so numerous and unique.

### Conclusion

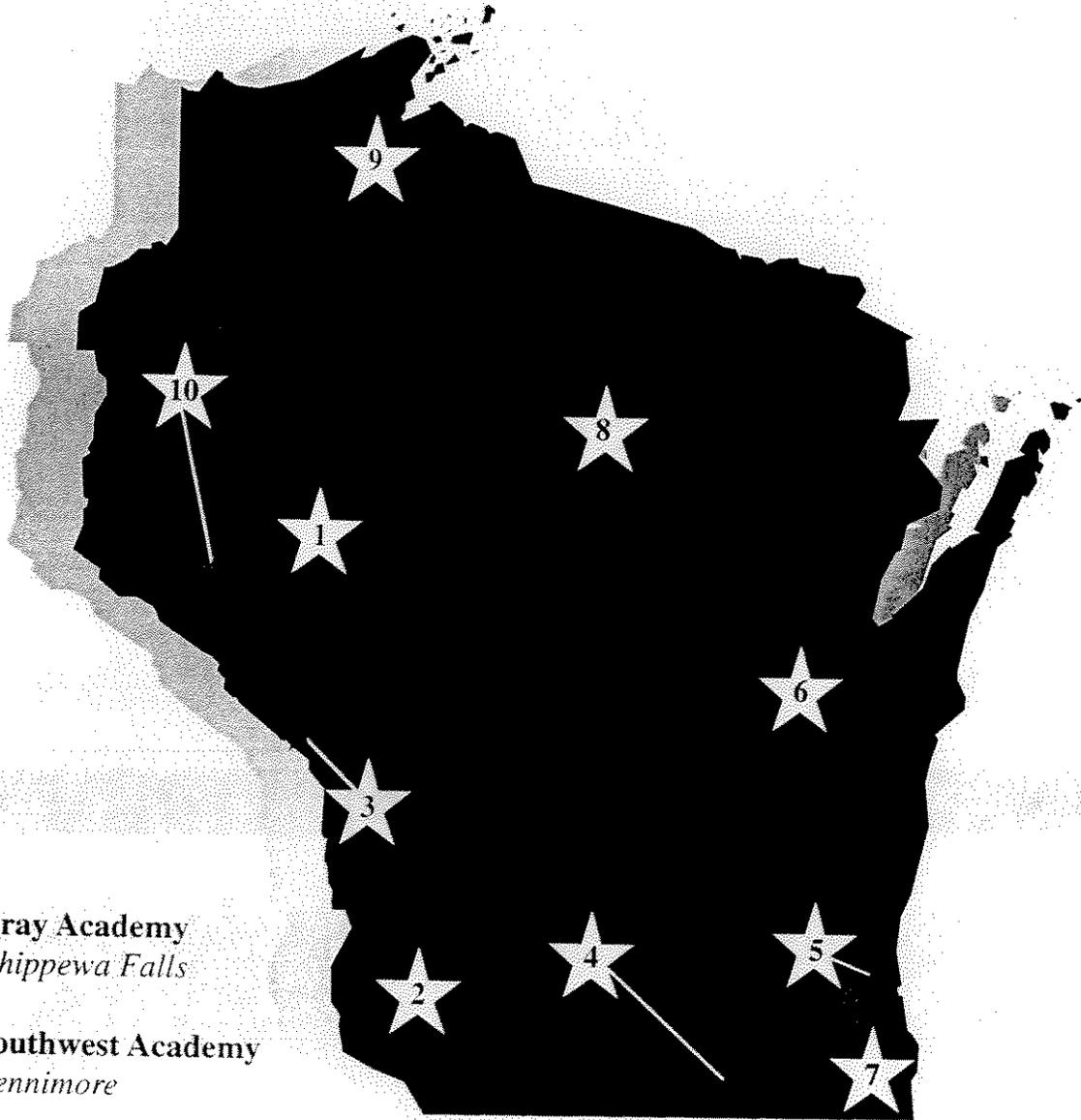
I believe the governor's proposal will deeply hurt families with disabled children throughout the state, but even more particularly in the northern part of the state. Our school districts here are so small that the increase in federal dollars to the districts cannot possibly provide the kinds of services that parents and students are currently receiving. We need the support of an organization like the Parent-Educator Connection in this part of the state—desperately. We need to have regional services like an assistive technology consultant or a transition consultant, because districts can't afford to meet those needs on their very limited budgets. In fact, maybe it is even more critical here than in other parts of the state because we don't have easy access to other parent support groups and advocacy/information organizations. Where will we as parents go for information, for support, for someone to help walk us through the special education process and help develop collaboration within the schools? Where can parents go if they have questions about assistive technology or transition? Who will help them find answers?

One more last thought, if these services are eliminated what will the cost be to the districts—more Due Process hearings (that cost the district \$25,000+ for each disagreement that goes to Due Process)? Districts don't want that. Parents don't either. We just want to understand the process of special education and understand our role and the resources available to us. If the governor's proposal goes through, there will be no one to teach us and walk through those things with us. We will take a step backward in time about 10 years in terms of our progress and collaborative efforts in the northern part of the state.

As a parent, it is my hope that the committee will strongly consider the impact its decisions will have on the thousands of parents whose lives will be impacted by the choice to re-direct federal dollars to the schools. Please weigh that decision carefully—we are counting on you, and so are our children!

# Wisconsin Academy Staff Development Initiative

2001 Summer Academy Workshops for K-12 Teachers  
in Science, Mathematics, and Technology



1. **Cray Academy**  
*Chippewa Falls*
2. **Southwest Academy**  
*Fennimore*
3. **Washburn Academy**  
*Onalaska/Holmen*
4. **John Muir Academy**  
*Williams Bay/Oregon*
5. **Sally Ride Academy**  
*West Allis/Waukesha*
6. **Christa McAuliffe Academy**  
*Appleton*
7. **Chiwaukee Academy**  
*Kenosha/Racine*
8. **Northwoods Academy**  
*Rhineland*
9. **Gitche Gume Academy**  
*Ashland*
10. **Star Academy**  
*Amery/Menomonee*

## Wisconsin Academy Staff Development Initiative (WASDI)

The Wisconsin Academy Staff Development Initiative is a statewide staff development project for K-12 teachers to improve mathematics, science and technology education in Wisconsin. WASDI consists of two components: the Lead Teacher Institute and ten summer academies.

### **Lead Teacher Institute**

- ◆ Lead Teachers participate in 32 days of training over a 12-18 month period
- ◆ Topics covered include:
  - ◆ Leadership
  - ◆ Change
  - ◆ Team building
  - ◆ Updated content in mathematics, science and technology education
  - ◆ New learning theories
  - ◆ Best classroom practices
  - ◆ Alternative assessments
  - ◆ Presentation skills
  - ◆ Standards-based education
  - ◆ Third International Math and Science Study (including TIMSS-R the updated report)
  - ◆ Glenn Commission Report
  - ◆ Strategies of professional development
- ◆ 337 Wisconsin Lead Teachers have been trained to provide leadership in their schools, districts, regions and professional organizations as well as WASDI summer academies.

### **Summer Academies**

- ◆ 15 academy sites throughout Wisconsin
- ◆ 186 week-long workshops in mathematics, science, technology, educational technology, language arts, social studies, assessment, leadership skills, and new theories in learning and child development
- ◆ 13,255 teachers attended WASDI academies from 1994-2000
- ◆ 1.6 million students will have had a teacher who has attended one of the summer academies
- ◆ 600 businesses have provided tours for teachers
- ◆ 300 corporations have made financial contributions at the state and local levels
- ◆ 1000 business representatives have participated in discussions with teachers

### **Evaluation Results**

- ◆ Lead Teachers are involved in national and state standards development & receive numerous awards
- ◆ Lead Teachers write and receive grants and assume leadership roles in their local schools & districts
- ◆ 30% of the districts in Wisconsin have a WASDI Lead Teacher on staff who serve as a resource to other teachers
- ◆ Teachers who have attended WASDI academies have changed their attitude toward math and science and have significantly increased the amount of hands-on activities in their classrooms
- ◆ Academies are places where teachers:
  - ◆ Renew their interest in their profession
  - ◆ Work with teachers from other grade levels and content areas to revitalize the curriculum
  - ◆ Gain a further understanding of the value of their relationships with people in the business community
  - ◆ 96% of teachers who have attended an academy say they are more effective because of their academy experiences

# WISCONSIN EDUCATIONAL PARTNERSHIP INITIATIVE

140 West Elm Street, Chippewa Falls, Wisconsin 54729 ~ Telephone (715)723-1181 ~ Fax (715)723-8554

## WISCONSIN ACADEMY STAFF DEVELOPMENT INITIATIVE

The Wisconsin Academy Staff Development Initiative (WASDI) is a coordinated, systematic, statewide dissemination of a documented successful K-12 staff development program to improve mathematics, science, and technology education in Wisconsin. WASDI is a teacher enhancement program, originally funded from 1994-1999 by the National Science Foundation which has received continuation funding from the U.S. Department of Education under its Fund for the Improvement of Education. WASDI consists of two major components: a Lead Teacher Institute and a network of summer academies modeled after the Cray Academy in Chippewa Falls which was initiated and developed with support from Cray Research and its successor SGL.

The WASDI Lead Teacher Institute prepares teachers to act as agents of change in their schools and to conduct staff development workshops across the state. From 1994-2000, 337 WASDI Lead Teachers have received training and are providing leadership in schools, districts, regions, professional organizations and WASDI academies. The Lead Teacher Institute consists of approximately 32 days of training over a 12-18 month period on topics such as leadership, change process, team building, updated content (math, science, and technology education), new learning theories, best classroom practice, alternative assessment, TIMSS, presentation skills, standards-based education and strategies of professional development. Evaluation reports noted that Lead Teachers have conducted staff development workshops for teachers in their own schools and beyond and received outstanding evaluations; became involved in national and state standards development; received numerous professional awards; written and received program related grants and assumed leadership roles in other NSF funded programs. The evaluator concluded that the Lead Teacher Institute has provided a cadre of well trained, dedicated teachers who consistently provide leadership in science, mathematics, and technology education throughout the state. Approximately 30% of the districts in the state have a WASDI Lead Teacher on their staff who can also serve as resources to neighboring districts.

The WASDI statewide academies offer a series of one-week workshops during the summer. By the summer of 2000, 16 weeks of such academies were held geographically scattered throughout the

state. The workshops were led by Lead Teachers, highly recognized professors, consultants or other experts. The instructors are identified for their abilities to model effective teaching practices and to provide the teacher-participants with the tools, activities, tasks, etc. to engage their students in mathematics, science and technology. The integration of these disciplines and networking among participants is emphasized. In addition, during each one-week session, teachers tour local businesses and industries and participate in discussion with business representatives to gain an understanding of the application of science, mathematics and technology in the workplace.

From 1994-2000, 13,255 teachers attended academy workshops and this number included 9,500 unique individual teachers. By the 2000-2001 school year, over 1.6 million students will have been taught by a teacher whose skills were enhanced at a WASDI academy. Over 600 business and industries have provided tours for teacher academy participants and 75 corporations made financial contributions to various academies. In these 6 years, 1000 business representatives participated in structured discussions with teachers about skills needed by the workforce of the present and future. Evaluations of the academies have documented that teachers have changed their attitude toward math and science and have significantly increased the amount of hands-on activities in their classrooms. Evaluators have found that the academies also provide teachers with the unique opportunity to work in other subject areas, to renew interest in their profession and revitalize their energy, to work with teachers from grade levels other than their own, and to further understand the value of their relationships with people in the business community.

The WASDI Lead Teacher Institute and summer academies exist presently in a viable fashion to continue to move Wisconsin ahead in implementing standards-based education under the direction of the senior staff and academy directors. Academy content and lead teacher training focus on the most up-to-date reform curriculum materials and district needs. As a result of this statewide coordination, staff development opportunities are available to teachers with similar needs at a more reasonable cost and with minimal driving distance.

**More information is available at [www.wasdi.org](http://www.wasdi.org).**

Project Directors: Dr. Julie C. Stafford  
Dr. Billie Earl Sparks

# WASDI

e-mail: [julie\\_stafford@wctn.pbs.org](mailto:julie_stafford@wctn.pbs.org)  
[billie\\_sparks@wctn.pbs.org](mailto:billie_sparks@wctn.pbs.org)

Sally Ride Academy

Star Academy

Gitchie Gumees Academy

Northwoods Academy

Christy McAuliffe Academy

John Muir Academy

Cray Academy

Southwest Academy

Washburn Academy

Chippewa Academy

# WASDI Academies 2001



## Mathematics, Science and Technology for Teachers



### Academy Sites and Director Information

#### Chiwaukee Academy, Est. 1998

Kenosha, WI  
Dates: August 6-10, 2001  
Application Fee: \$75.00  
Registration Fee: \$275.00

Co-Director: **Jay Simonsen** 262-653-7710  
email: kitic@cyberlynk.net  
Co-Director: **Dave Eggebrecht** 262-653-5918  
email: deggebre@kUSD.edu  
Co-Director: **John Surendonk** 262-631-7087  
email: surendon@wi.net  
Center for Community Partnerships, UW-Parkside  
Box 2000, Kenosha, WI 53141-2000  
Up to 3 credits available from  
UW-Parkside or Carthage College  
Fax Jay: 262-632-7232; Fax John: 262-631-7016

#### Christa McAuliffe Academy, Est 1996

Appleton, WI  
Dates: July 16-20, 2001  
Registration Fees non-refundable: \$50.00  
Tuition Fee: \$400.00  
Additional Credit Tuition Fee: \$235.00

Director, **Christina Moubarak** 920-734-7101  
227 S. Walnut Street, Appleton, WI 54913-1855  
Credit issued from UW-Oshkosh  
email: christina\_moubarak@wetrn.pbs.org  
Fax: 920-734-7161

#### Cray Academy, Est. 1988

Chippewa Falls, WI  
Dates: July 23-27 & July 30-August 3, 2001  
Registration Fees: \$75.00  
Tuition: Districts contribute to the CESA Consortium  
Non-consortium members: \$300.00

Director, **Linda Dunahee, Ph.D.** 715-720-2039  
Program Coordinator, **Kathy Tulman** 715-720-2034  
725 West Park Avenue, Chippewa Falls, WI 54729  
Credit issued from UW-Eau Claire  
email: dunahee@cesa10.k12.wi.us  
email: kktulman@cesa10.k12.wi.us  
Fax: 715-723-1239

#### Gitche Gumee Academy, Est. 1999

Ashland, WI  
Dates: July 30-August 3, 2001  
Registration Fee: \$250.00/Tuition Fee: \$55.00

Director, **LeeAnnette Schmidmayr** 715-339-3864  
400 Turner Street, Box 70, Phillips, WI 54555-1123  
email: leeannette\_schmidmayr@wetrn.pbs.org  
Credit issued from UW-Superior  
Fax: 715-339-2295

#### John Muir Academy, Est. 1994

Dates: June 18-22, 2001, Williams Bay, WI  
Dates: July 23-27, 2001, Oregon, WI  
Registration Fee: \$325.00

Director, **Marian Balch** 608-576-6166 or 608-223-2168  
PO Box 259412, Madison, WI 53725-9412  
Credit issued from Edgewood College  
Up to 3 credits available  
email: marian\_balch@wetrn.pbs.org

#### Northwoods Academy, Est. 1998

Rhineland, WI  
Dates: August 6-10, 2001  
Application Fee non-refundable: \$50.00  
Registration Fee: \$200.00

Co-Director, **Virginia Metzdorf** 800-544-3039  
email: metzdorf@nicolet.tec.wi.us  
Co-Director, **Penny Kuckkahn** 800-544-3039  
email: kuckkahn@nicolet.tec.wi.us  
PO Box 518 Hwy G, Rhineland, WI 54501  
Credit issued from Viterbo College  
Fax: 715-365-4687

#### Sally Ride Academy, Est. 1995

Dates: June 18-22, 2001, West Allis, WI  
Dates: July 30-August 3, 2001, Waukesha, WI  
Registration Fee: \$275/Application Fee: \$25.00

Director, **Melinda deCoriolis, Ph.D.** 262-695-7972  
892 Main Street, Suite E, Pewaukee, WI 53072  
Credit issued from Cardinal Stritch University  
Up to three credits available  
email: melinda\_decoriolis@wetrn.pbs.org  
Fax: 262-538-0511

# WASDI Academies 2001

## Academy Sites and Director Information

### Southwest Academy, Est. 1993

Fennimore, WI

Dates: July 23-27, 2001

Registration Fee for all teachers: \$20

Tuition Fee: \$25 for 1 graduate credit

Non-Consortium Members Application Fee: \$325

Director, Melinda Marsh 608-822-3276

1300 Industrial Drive, Fennimore, WI 53809

Credit issued from UW-Platteville

email: mmarsh@cesa3.k12.wi.us

Fax: 608-822-3828

### Star Academy, Est. 1999

Amery & Menomonie, WI

Dates: June 25-29, 2001, Amery

Dates: August 6-10, 2001, Menomonie

Registration Fee: \$175, Tuition Fee: \$50

(CESA 11 Consortium Members)

Registration Fee: \$300, Tuition Fee: \$65

(Non-Consortium Members)

Director, Brenda Ramin 715-986-2020

225 Ostermann Drive, Turtle Lake, WI 54889

Credit issued from UW-Stout

email: brennda\_ramin@wetrn.pbs.org

Fax: 715-986-2040

### Washburn Academy, Est. 1994

Dates: July 16-20, 2001, Holmen, WI

Dates: July 30-August 3, 2001, Onalaska, WI

Registration Fee: \$25.00

Workshop Fee w/no credit \$275.00

Workshop Fee with credit \$300.00

Director, Cheryl Hanson 608-786-4833

923 East Garland Street, PO Box 157

West Salem, WI 54669

Credit issued from UW-LaCrosse

email: cheryl\_hanson@wetrn.pbs.org

Fax: 608-786-4801

### You can also contact:

#### Dr. Julie C. Stafford, Project Director

140 West Elm Street

Chippewa Falls, WI 54729

715-723-1181 phone

715-723-8554 fax

email: julie\_stafford@wetrn.pbs.org

#### Dr. Billie E. Sparks, Co Project Director

UW-Eau Claire Mathematics Department - Hibbard Hall

Eau Claire, WI 54702-4004

715-836-3778 phone

715-836-2924 fax

email: billie\_sparks@wetrn.pbs.org

#### LeRoy Lee, Project Consultant

804 Brook Street

DeForest, WI 53532

608-846-9377 phone

email: leroy\_lee@wetrn.pbs.org

#### Dr. Charles Larson, Lead Teacher Institute Consultant

3920 Damon Court

Eau Claire, WI 54701

715-834-0324 phone

email: chuck\_larson@wetrn.pbs.org

#### Bob Hollon, Project Science Consultant

UW-Eau Claire

Curriculum & Instruction Brewer Hall

Eau Claire, WI 54702-4004

715-836-5963 phone

email: bob\_hollon@wetrn.pbs.org



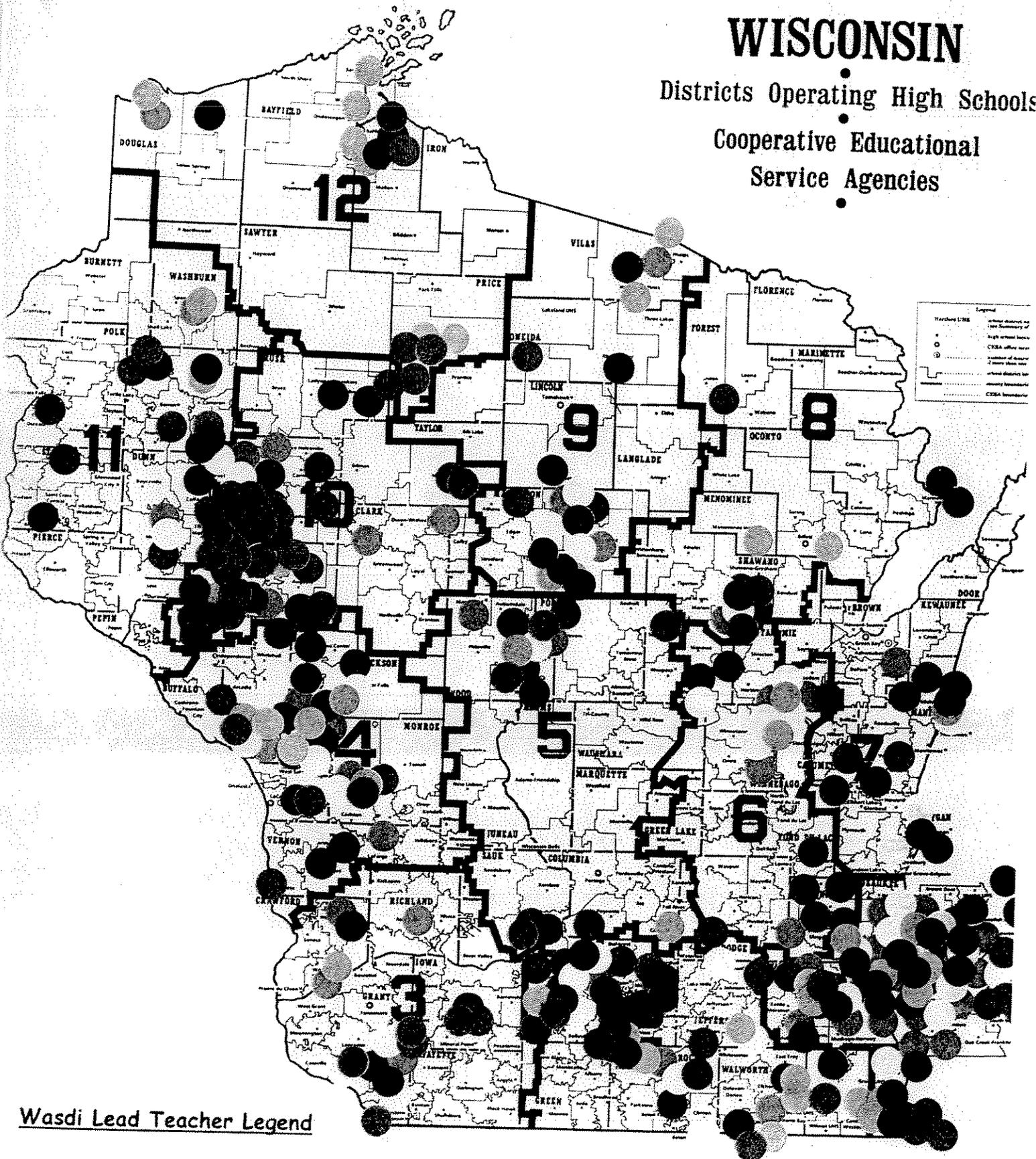
Mathematics, Science and Technology for Teachers



# WISCONSIN

Districts Operating High Schools

Cooperative Educational  
Service Agencies



### Wasdi Lead Teacher Legend

- 1's (61)      ○ 2's (56)      ● 3's (58)
  - 4's (61)      ● 5's (65)      ● 6's (35)
  - 7's (42)
- Total = 378

# WASDI Academies 2001

## ***WASDI Lead Teachers Core Programs***

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin and are connected on-line through a FirstClass Software program called WASDILine. Service and technical support for this on-line communication program are provided by the Wisconsin Educational Communications Board.

### **Algebra, Geometry, Statistics For All - High School**

Mary Lane Blomquist, 414-272-8423, St. Joan Antida High School, Milwaukee • Lauren Jensen, 608-767-2586, Wisconsin Heights High School, Wisconsin Heights • Kali Kocmoud, 715-243-7451, New Richmond High School, New Richmond • Ann Krause, 608-757-7787, Blackhawk Technical College

### **Biotechnology - High School**

Kevin Cunningham, 715-823-7215, Clintonville High School, Clintonville • Bob Eicher, 608-758-6304, Parker High School, Janesville • Bill Heeren, 715-359-6561, D.C. Everest High School, Schofield • Bruce Russell, 715-284-4324, Black River Falls High School, Black River Falls • Marge Watzke, 414-785-3900, Brookfield Central High School, Brookfield

### **BSCS Science Grades K-2**

Connie Biedron, 608-525-4571, Ettrick Elementary, Ettrick • Linda Luger, 414-763-0190, Burlington Middle School, Burlington • Joan Smith, 414-353-8660, Cosmic Center, Milwaukee • Judy Tate, 920-832-6265, Johnston Elementary, Appleton

### **BSCS Science Grades 3-5**

Mary Jo Fuhry, 414-345-3040, Indian Community School, Milwaukee • Don Lanik, 608-582-2241, Galesville Elementary, Galesville • Traci Roth, 608-742-8814, CESA 5, Portage • Jay Simonsen, 414-653-7682

### **Children's Engineering - Elementary**

Mary Bolen, 608-789-7690, State Road Elementary, LaCrosse • Bill Hartling, 414-832-5750, Janet Berry Elementary, Appleton • Kathy Lee, 608-829-4130 ext 147, John Muir Elementary, Madison • Peggy Nehring, 715-723-0538, McDonell Central High School, Chippewa Falls • Linda Olson, 715-839-6050, Pedersen Elementary, Altoona • Rosie Padgett, 608-789-7980, Summit Elementary, LaCrosse • Dawn Theelke, 715-394-8780, Blaine Elementary, Superior • Sue Wipperman, 414-279-7938, Star Center Elementary, Lake Geneva • Mary Jo Ziegler, 608-246-4646, Sherman Middle School, Madison

### **Communications Technology - High School**

Dave Arndt, 608-786-1220, West Salem High School, West Salem • Margery Brutscher-Collins, 414-942-2200, Tremper High School, Kenosha • Collin Csuy, 715-261-3140, Wausau West High School, Wausau • Jim Machamer, 414-867-2171, Weyauwega Middle/High School, Weyauwega • Damon Smith, 715-839-1500, Memorial High School, Eau Claire

### **Computers, Calculators & Manipulatives - Elementary**

Janet Alekna, 715-422-6136, Grove Elementary, Wisconsin Rapids • Bobbi Bruce, 715-669-5548, Thorp Elementary/Middle School, Thorp • Sue Cook, 414-567-6632, Meadow View Administrative Offices, Oconomowoc • Kris Dimock, 715-839-1880, Northwoods Elementary, Eau Claire • Cathy Fuchs, 608-789-7008, North Woods Elementary, LaCrosse • Karin Hanson, 414-963-9540, St. Robert School, Milwaukee • John Peter, 715-635-2873, Spooner Elementary, Spooner • Vicki Roth, 414-644-5226, Slinger Middle School, Slinger • Linda Somers-Sandersen, 414-281-7100, Elm Dale Elementary, Greenfield

Mathematics, Science and Technology for Teachers



# WASDI Academies 2001

## *WASDI Lead Teachers Core Programs cont.*

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

### Connected Mathematics Project - Middle School

Kandi Bartelt, 715-545-2724, Phelps High School • Edward Conley, 920-894-2264, Kiel Middle School, Kiel • Jeannie Coppernoll, 608-739-3101, Riverdale Elementary, Muscoda • Michael Dietrich, 715-822-5122, Cumberland Middle School, Cumberland • Polly Goepfert, 608-877-550, River Bluff Middle School • Melissa Henneman, 715-423-6110, East Junior High School • Kevin Haddon, 414-438-3630 ext 8471, Cosmic Center, Milwaukee • Meg Kaduce, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Dan Kvislen, 715-285-5315, Arkansaw Middle School, Arkansaw • Bertha Martinez, 414-763-0190, Burlington Middle School • Richard Moen, 715-726-2400 • Chippewa Falls Middle School, Chippewa Falls • Michelle Parks, 715-839-6181, Northstar Middle School, Eau Claire • Jody Pankratz, 715-258-4140, Waupaca Middle School • Tony Pickar, 920-683-4763, Wilson Junior High School • Lynn Raley, 608-342-4481, Platteville Middle School, Platteville • Barbara Riedel, 715-838-2600, South Middle School • Eileen Robel, 608-735-4311, North Crawford Middle School, Soldiers Grove • Robin Starck, 920-459-3666, Horace Mann Middle School, Sheboygan • Julie Theurer, 608-486-2331, Bangor Middle/High School, Bangor • Todd Wilson, 608-854-4144, Southwestern Wisconsin Elementary

### Core-Plus Mathematics - High School

Jim Adams, 715-924-3137, Chetek High School, Chetek • Laurel Brandt, 608-269-2107, Sparta High School • Barb Bredel, 715-478-3583, Crandon High School, Crandon • Karen Brennemman, 414-763-0200, Burlington High School • James Fischer, 920-885-7313, Beaver Dam High School • Paul Hansen, 414-868-3284, Gibraltar High School, Fish Creek • Jeremy Kessenich, 608-437-5516, x 2115, Mount Horeb High School • Scott Kirst, 414-846-4471, Oconto Falls High School, Oconto Falls • Kali Kocmoud, 715-243-7451, New Richmond High School, New Richmond • Richard Melcher, 715-779-3201, Bayfield High School • Marcia Olson, 608-763-2161, Potosi High School, Potosi • Mary Rosin, 715-423-1520, Lincoln High School, Wisconsin Rapids • David Sommers, 414-562-1797, Cornerstone Achievement Academy • Tony Weisse, 608-789-7900, LaCrosse Central High School

### Elementary Mathematics Standards-Based

Pandora Bedford, 414-562-5893, Lloyd Street School, Milwaukee • John Bergum, 608-534-6394, Trempealeau Elementary, Trempealeau • Amy Bergman-Valla, 715-823-7255, Rexford/Longfellow Elementary, Clintonville • Ann Burt, 715-339-3864, Phillips Elementary, Phillips • Pat Glubka, 414-785-3970, Dixon Elementary, Brookfield • Ruth Heine, 608-534-6394, Trempealeau Elementary, Trempealeau • Sandra Irwin, 715-839-6050, Pedersen Elementary, Altoona • Seelpa Keshvala, 414-933-0317, Wisconsin Avenue Elementary, Milwaukee • Colleen Mize, 608-437-5573, Mount Horeb Primary Center, Mount Horeb • John Schultz, 608-592-3842, Lodi Elementary, Lodi • Lori Vetterkind, 715-926-3645, Mondovi Elementary, Mondovi • Clara Whooley, 715-726-2411, Southview Elementary, Chippewa Falls

### Elementary Science K-2 Standards-Based

Cheryle Ganser, 608-935-3307, Dodgeville Elementary, Dodgeville • Nancy Lallas, 608-637-1162, Viroqua Elementary, Viroqua • Maren Mapp, 608-743-7506, Kennedy Elementary, Janesville • Kimberly McCarville-Lins, 608-437-3031, Mount Horeb Intermediate Center, Mount Horeb • Brian Milburn, 608-534-6394, Trempealeau Elementary, Trempealeau • Corinne Mueller, 262-653-6309, Southport Elementary, Kenosha • Jill Petersen, 715-369-9600, Central Elementary, Rhinelander • Amy Trawicki, 715-443-2538, Marathon Elementary, Marathon • Teresa Valent, 414-227-4615, Professional Development Center, Milwaukee • Ellen Wilson, 414-942-2104, Pleasant Prairie Elementary, Kenosha

### Elementary Science 3-5 Standards-Based

Shannon Carnlek, 715-839-6050, Pedersen Elementary, Altoona • Linda Dubaniewicz, 414-947-2110, Whittier Elementary, Pleasant Prairie • Colleen Fandrey, 608-637-1100, Viroqua Elementary, Viroqua • Joseph Haupt, 414-438-3630, Cosmic Center, Milwaukee • Lori Nyman, 920-467-7820, Sheboygan Falls Elementary, Sheboygan Falls • Lori Parker, 715-926-3645, Mondovi Elementary, Mondovi • Christine Parrinello-Peterson, 414-255-6190, Willow Springs Elementary, Menomonee Falls • Larry Pearson, 715-720-9597, Parkview Elementary, Chippewa Falls • Sandra Pelletier, 920-683-7983, C.G. Stangel Elementary, Manitowoc

# WASDI Academies 2001

## WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

### Elementary Technology Education

Bob Anibas, 414-867-2148, Weyauwega-Fremont Middle School, Weyauwega • Stefanie Boggs, 414-376-6800, Parkview Elementary • Jo Boyd, 414-474-4460, Ashippun School, Oconomowoc • Katherine Danzinger, 715-662-3211, Blair-Taylor Upper Elementary, Taylor • Mary Dawson, 414-942-2104, Pleasant Prairie Elementary, Kenosha • Duong Duong, 414-785-3960, Wisconsin Hills Elementary, Elmbrook • Marie Ellis, 414-653-7622, Ed. Support/Instructional Media Center, Kenosha • Heidi Erstad, 414-895-7540, Lakeview Elementary, Muskego-Norway • Bill Giese, 715-664-8546, Downsville Elementary • Katarina Jungbluth, 608-326-4744, Wauzeka Elementary, Wauzeka • Carol Kettner, 715-537-5621, Woodland Elementary, Barron • Selisa Klomp-Erickson, 608-534-6394, Trempealeau Elementary • Laurie Kuenzi, 715-693-2810, Mosinee Elementary, Mosinee • Laurie Lardinois, 414-424-0174, Smith Elementary, Oshkosh • Deb Lawler, 715-720-3750, Parkview Elementary, Chippewa Falls • Jeff Lucas, 920-751-6975 ext 139, Spring Road Elementary, Neenah • Joyce Marr, 608-935-3311, Dodgeville Elementary, Dodgeville • Dawn Nordine, 715-545-2724, Phelps Elementary, Phelps • Chuck Paulson, 507-895-8785, LaCrescent, MN • Pat Rahn, 715-726-2412, Stillson Elementary, Chippewa Falls • Jeff Rohr, 920-885-7373 ext 134, Wilson Elementary, Beaver Dam • Kathy Romsos, 414-863-2121, Denmark Elementary, Denmark • LeeAnn Schmidmayr, 715-339-3864, Phillips Elementary • Judy Shookman, 715-384-8181, Madison Elementary, Marshfield • Kathleen Zimmerman, 715-720-3750, Parkview Elementary, Chippewa Falls

### FOSS Grades K-2

Rosanne Cowan, 414-335-5490, McLane Elementary, West Bend • Mary Beth Hutchinson, 715-597-3196, Osseo Elementary • Joan Jennings, 414-438-3620, Cosmic Center, Milwaukee • Bonnie Johnson, 414-335-5490, McLane Elementary, West Bend • Diane Johnson, 715-265-4231, Glenwood City Elementary, Glenwood City • Karen Kinyon, 414-683-4751, Franklin Elementary, Manitowoc • Lucy McCarthy, 715-359-5206, St. Mark Elementary, Rothschild • Ruth McHorney, 715-835-3500, Immaculate Conception, Eau Claire • Barbara Meyers, 715-339-3864, Phillips Elementary, Phillips • Kaye Mitchell, 414-438-3620, Cosmic Center, Milwaukee • Candy Nerge, 608-231-4550, Crestwood City Elementary, Madison • Melody Orban, 414-653-6390, Jefferson Elementary • Diane Price, 414-438-3620, Cosmic Center, Milwaukee

### FOSS Grades 3-5

Joel Anderson, 715-261-2800, Stettin Elementary, Wausau • Randy Colton, 715-359-3186, Rothschild Elementary, D.C. Everest • Jan Drehmel, 715-720-3750, Parkview Elementary, Chippewa Falls • Lynn Elbert, 715-720-3750, Parkview Elementary, Chippewa Falls • Paul Hanson, 414-277-4615, Professional Development Center, Milwaukee • Susan Inkmann, 414-376-6800, Parkview Elementary, Cedarburg • Laura Jackson, 414-424-0460, Webster Stanley Elementary, Oshkosh • Linda Juech, 414-335-5490, McLane Elementary, West Bend • Karen Lea, 715-723-7071, Retired, Hillcrest Elementary, Chippewa Falls • Jane Luehring, 715-682-7083, Lake Superior Intermediate • Jaime Malwitz, 414-477-3291, Eden Elementary, Campbellsport • Diane Olenchek, 414-367-2000, Swallow School, Hartland • Bruce Oxley, 715-356-3282, Arbor Vitae-Woodruff Grade School, Arbor Vitae-Woodruff • Don Primmer, 715-823-7277, Longfellow Elementary, Clintonville • Rhulene Swanigan, 414-438-3630, Cosmic Center, Milwaukee • Joy Turpin, 715-479-6471, Northland Pines Elementary • John Vitale, 414-246-4220, Maple Avenue School

### Graphing Calculators - High School

Judy Jones, 608-246-6258, Madison Area Technical College, Madison • Stephanie Luther, 608-837-2544, Sun Prairie High School, Sun Prairie • James Marty, 414-521-8755, Waukesha North High School, Waukesha • Mike Nerbovig, 715-726-2406, Chippewa Falls High School, Chippewa Falls

### Graphing Calculators - Middle School

Julie Anderson, 608-643-5990, Sauk Prairie Middle School, Sauk City • Steven Kent, 715-597-3141, Osseo-Fairchild High School, Osseo • Jo Olson, 608-273-5910, Akira Toki Middle School, Madison • Laura Stunkel, 715-532-3183, Flambeau Middle School, Tony • Paul Tess, 920-758-2633, St. John's Lutheran School, Manitowoc

Mathematics, Science and Technology for Teachers

# WASDI Academies 2001

## ***WASDI Lead Teachers Core Programs cont.***

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

### **High School Algebra for All Students**

Steve Reinhart, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Lorna Vazquez, 715-238-7175, Granton High School, Granton • Mike Weidner, 414-351-1700, Nicolet High School, Nicolet

### **High School Mathematics Standards-Based**

Richard Baker, 414-275-2116, Big Foot High School, Walworth • Eloma Bartsch, 715-597-3141, Osseo-Fairchild High School, Osseo • Cynthia Bleuel, 920-459-2920, Kohler High School, Kohler • Bob Coleman, 715-363-2434, Northwestern High School, Maple • Archie Ecker, 715-839-1500, Memorial High School, Eau Claire • Jeffry Johnson, 715-682-7089, Ashland High School, Ashland • Dawn Peterson, 608-838-3166, McFarland High School, McFarland

### **High School Science Standards-Based**

Carol Banaszynski, 608-764-5431, Deerfield High School, Deerfield • Steven Bower, 608-849-2100, Waunakee Community High School, Waunakee • Craig Brownell, 608-789-7700, Logan High School, LaCrosse • David Ley, 715-693-2550, Mosinee High School, Mosinee • Elizabeth Niklewicz Zdrojewski, 414-604-3100, West Allis Central High School, West Allis • Karyl Rosenberg, 414-351-8298, Nicolet Union High School, Glendale • Ann Schneider, 715-682-7089, Ashland High School, Ashland • Nancy Smith, 414-534-3189, Waterford Union High School, Waterford • John Whitsett, 920-929-2740, L.P. Goodrich High School, Fond du Lac • Sue Whitsett, 920-929-2740, L.P. Goodrich High School, Fond du Lac

### **High School Technology Education**

Michael Beranek, 715-926-3656, Mondovi High School, Mondovi • Fred Beyer, 715-526-2175, Shawano Community High School • Ron Fisher, 608-526-9446, Holmen High School • Edward Jeffers, 715-839-6227, North High School, Eau Claire • Sherri McDougal, 715-823-7220, Clintonville High School, Clintonville • Bill Munch, 715-924-3137, Chetek High School, Chetek • Dave Olenchek, 414-367-3611, Arrowhead High School, Harland • Dan Rosa, 414-367-3611, Arrowhead Union High School • Jay Ruetten, 608-789-7900, Central High School, Michael Stanislawski

### **Integrating Technology in High School Science**

Linda Cram, 414-671-4000, Pulaski High School, Milwaukee • LaVerne Harrison, 715-223-2386, Abbotsford High School, Abbotsford • Mark Klawiter, 715-532-5531, Ladysmith High School, Ladysmith • Marian Schraufnagel, 414-363-6200, Mukwonago High School, Mukwonago

### **Integrating Physical & Life Sciences - High School**

Jeff Anderson, 414-964-5900, Riverside University High School, Milwaukee • Jill Hunger, 608-643-5928, Sauk Prairie High School, Sauk Prairie • Brad Staats, 4920-982-2567, New London High School, New London • Steve Stevenoski, 715-423-1520, Lincoln High School, Wisconsin Rapids

### **Introduction to Engineering - Middle School**

Christopher Amundson, 608-269-2185, Sparta Middle/High School, Sparta • Ken Bremer, 608-267-4246, Georgia O'Keefe Middle School, Madison • Rebecca Deist, 414-495-7102, Palmyra-Eagle Middle School, Palmyra • Russell Gilbert, 608-647-4311, North Crawford High School, North Crawford • Dale Hanson, 920-832-6201, Appleton East High School, Appleton • Ken Hopperditzel, 715-261-3500, Wausau East High School, Wausau • Lee Krueger, 414-353-3220, Burroughs Middle School, Milwaukee • Mark Poggensee, 414-723-6800, Elkhorn Middle School, Elkhorn • Dave Rasmussen, 715-345-5569, P.J. Jacobs Junior High School, Stevens Point • Phil Shores, 715-294-4180 ext 328, Osceola Middle School, Osceola • Jerry Sims, 608-647-6381, Richland Middle School, Richland Center • Sandra Swietlik, 414-933-9900, Grand Avenue Middle School, Milwaukee • Peter Watts, 414-262-1480, Riverside Middle School, Watertown

# WASDI Academies 2001

## ***WASDI Lead Teachers Core Programs cont.***

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

### **Middle School Math**

Carole Beyer, 414-644-5226, Slinger Middle School, Slinger • Heidi Culbertson, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Stephanie Ganshert, 608-221-7676, Winnequah Middle School, Monona • Faye Hilgart, 715-662-2311, Blair-Taylor Middle School, Blair • Sheri Johnson, 715-822-5122, Cumberland Middle School, Cumberland • Ann Letko, 715-682-7087, Ashland Middle School, Ashland • Pat Madsen, 715-286-2291, Augusta Elementary, Augusta • Bridget McIlquham, 715-597-3141, Osseo-Fairchild Middle School, Osseo • Julie Olson, 715-474-3368, Catawba Middle School, Catawba • Jane Patterson, 414-481-6720, Fritsche Middle School, Milwaukee • Lynn Scala, 715-285-5315, Arkansas Middle School, Durand • Sarah Schumacher-Pross, 608-723-6425, Lancaster Middle School, Lancaster • Richard Sterry, 715-232-1673, Menomonie Middle School, Menomonie • Ernie Thieding, 608-838-8980, Indian Mound Middle School, McFarland • Wendy Torgerson, 715-359-0511, DC Everest Jr. High School, Schofield • Pat Tyunaitis, 414-795-4327, New Holstein Elementary, New Holstein • Paul Weisse, 920-788-7905, Kimberly High School, Kimberly • Missy Zeman, 414-481-0700, Deer Creek Elementary, St. Francis

### **Middle School Technology Education**

Dan Dunn, 608-723-6425, Lancaster Middle School • John Griffith, 715-635-2172, Spooner High School • Steve Hoersten, 715-234-8156, Rice Lake Middle School, Rice Lake • Jerry Johnson, 920-424-0065, Carl Traeger Middle School • Joseph Leazott, 715-886-8040, Alexander Middle School, Nekoosa • Dave Masterson, 715-693-3660 x 3428 • Tom Mlsna, 715-877-2511, Fall Creek Middle School • Alona Paydon, 608-877-5531, River Bluff Middle School, Stoughton • Selena Seibt-Helmers, 414-363-6292, Park View Middle School, Mukowonago • Katherine Weber, 414-970-3300, Horning Middle School, Waukesha

### **Middle School Science Standards-Based**

John Bezier, 715-536-9593, Prairie River Middle School, Merrill • Robert Boone, 715-232-1673, Menomonie Middle School, Menomonie • Rodney Dymesich, 715-474-3368, Catawba Middle School, Catawba • Sheila Flox, 262-886-2240, Lance Middle School, Kenosha • Constance Gasior, 715-532-3183, Flambeau School, Tony • Wendy Giannattasio, 608-877-5552, River Bluff Middle School, Stoughton • Julie Holzinger, 715-726-2406, Chippewa Falls Sr. High School, Chippewa Falls • Maureen Look, 414-970-3305, Horning Middle School, Waukesha • Dan Loomis, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Donald Lutz, 715-443-2538, Marathon Middle School, Maraton • Lynne McMahon, 262-597-4460, Bullen Middle School, Racine • Christine Pace, 715-422-6100, East Junior High School, Wisconsin Rapids • Jane Perkins, 414-481-0700, Deer Creek Elementary, St. Francis • Cheryl Schmitt, 715-839-6181, Northstar Middle School, Eau Claire • Susan Sewell, 920-623-5954, Columbus Middle School, Columbus • Jeanine Staab, 715-748-2516, Medford Middle School, Medford • Rosanne Sundin, 608-342-4480, Platteville Middle School, Platteville • Antonia Velure, 715-425-1800, Meyer Middle School, River Falls • Nadine Whiteman, 608-328-9120, Monroe Middle School, Monroe

### **Operation Physics - Middle School**

Dave Clarke, 414-849-2358, Chilton Middle School, Chilton • Laura Hellman, 414-466-9920, Morse Middle School, Milwaukee • John Nevins, 715-478-3339, Crandon High School, Crandon • Eldora Ondrus, 715-962-3676, Colfax Elementary, Colfax • Joe Riederer, 715-422-6200, West Junior High School, Wisconsin Rapids • Karen Schilling, 608-742-2165, Platteville Middle School, Platteville • Richard Seng, 414-248-6215, Denison Middle School, Lake Geneva • Carol Wagner, 414-567-1674, Greenland School, Oconomowoc • Deb Wearne-Neurohr, 608-742-2165, Julia Rusch Junior High School, Portage • Don Vincent, 608-267-7001, Madison West High School, Madison

### **Principles of Engineering- High School**

Ed Pedretti, 608-625-2400, LaFarge High School, LaFarge • Greg Quam, 608-342-4420, Platteville High School, Platteville • John Reiels, 414-351-8164, Nicolet High School, Glendale • William Weber, 414-374-5450, Rufus King High School, Milwaukee

Mathematics Science and Technology for Teachers



# WASDI Academies 2001

## WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

### Principles of Technology - High School

Pete Donndelinger, 608-784-0287, Aquinas High School, LaCrosse • Herb Haubrich, 608-437-5516, Mount Horeb High School, Mount Horeb • Jeff Johnson, 414-351-8253, Nicolet High School, Nicolet  
Deb Van Steenderen, 608-835-8070 ext 4871, Oregon Middle School, Oregon

### Problem Solving - Elementary

Jill Baston, 414-250-1431, Family Leave • Suzanne Euler, 608-272-3111, Cataract Elementary, Sparta  
Shelly Long, 608-789-7020, Southern Bluffs Elementary, LaCrosse • Jenny Murphy, 715-845-4607, St. Anne's School, Wausau • Maggie Paoletti, Daves Creek Elementary, Cummings, GA • Sherry Sackett, 715-284-7155, Third Street Elementary, Black River Falls • Paul Skarda, 715-752-4000, Bear Creek Elementary, Clintonville • Tracy Taylor-Johnson, 608-789-7982, Summit Elementary, LaCrosse • Johnna Noll, 414-481-3017, Willow Glen Elementary, St. Francis • Liz Nutter, 608-778-6566, Hogan Elementary, LaCrosse • Sharon Zagorski, 414-438-3620, Milwaukee Teacher Education Center, 414-672-6650 ext 16

### Science & Sustainability-Standards Based High School

Allan Hess, 920-739-4441, Fox Valley Lutheran High School • Pam Hosceini, 414-679-2300, Muskego High School • Polly Knoll, 715-394-8720, Superior High School • Dick Lind, 715-693-2550, Mosinee High School • Jim Schmitt, 715-839-6227, North High School • Ron Thomas, 920-623-5956, Columbus High School

### SEUP - Middle School

Bob Budgins, 414-351-7160, Glen Hills Middle School, Glendale • Ritchard Dunn, 715-682-7087, Ashland Middle School • Dave Eggebrecht, 414-653-6300, Educational Support Center • Annya Fahey, 608-884-9402, Edgerton Middle School • Nadine Kuziej, 414-481-3017, Willow Glenn Elementary, St. Francis • Kris Schilling, 715-234-8156, Rice Lake Middle School • Jill Spiegelhoff, 715-823-7245, Clintonville Middle School, Clintonville  
Paul Verdon, 715-232-1673, Menomonie Middle School • Tanya Wagner, 414-466-9920, Morse Middle School • Lori Walker, 414-467-7880, Sheboygan Falls Middle School, Sheboygan Falls

### Technology in High School Mathematics

Jim Adams, 715-723-0341, Chetek High School, Chetek • John Katz, 414-253-3400, Germantown High School, Germantown • June Kieckhafer, 414-542-7101, Catholic Memorial High School, Waukesha  
Andy Kuenmel, 608-884-9402, Edgerton High School, Edgerton • Jack Pfitsch, 608-875-5311  
Wauzeka High School, Wauzeka

### TERC - Elementary

Barbara Borgwardt, 608-582-2241, Galesville Elementary • Sandra Brown, 608-221-6620, Frank Allis Elementary, Madison • Doug Dalman, 608-363-5351, Beloit Memorial High School, Beloit • Diana Duffey, 414-481-3017, Willow Glen Elementary • David Erickson, 608-534-6394, Trempealeau Elementary • Judy Fadness, 715-834-6772  
Retired, Locust Lane Elementary • Melissa Kirst, 920-846-4476, Oconto Falls Elementary • Pam Legler, 414-277-4615, Professional Development Center, Milwaukee • Maggie Lewis, 414-895-7540, Lakeview Elementary, Wind Lake • Judy Reinhart, 715-839-2824, Longfellow Elementary, Eau Claire • Andrea Rockney, 715-662-3211  
Blair-Taylor Elementary, Taylor • Vicki Slaughter, 414-653-6307, Durkee Elementary, Kenosha • Lori Williams, 414-683-4752, Jackson Elementary, Manitowoc • Deb Wood, 715-422-6136, Grove Elementary, Wisconsin Rapids • Kerri Wood, 715-232-3987, River Heights Elementary, Menomonie

### UNITES - Elementary

Cheryl Dummer, 608-789-7020, Southern Bluffs Elementary, LaCrosse • Bev O'Hara, 414-282-4380, J.F. Cooper Elementary, Milwaukee • Jeanne Paulus, 414-778-6566, Roosevelt Elementary, Wauwatosa  
Mary Richards, 715-258-4141, Waupaca Learning Center, Waupaca • Linda Salopek, 608-827-1800, Sunset Ridge Elementary, Middleton • Carol Stein, 414-353-5535, Barton Elementary, Milwaukee • Jane Wisniewski, 414-645-4370, Lincoln Avenue Elementary, Milwaukee

## **Growth Over Time**

### Results of the WASDI Program at the end of the 6th year

Recognition of the unique and multiple impacts that the WASDI Project is having in Wisconsin and nationally has grown steadily over the past six years. This has occurred for several reasons.

In Wisconsin, during this time period, there has been adoption of Model Academic Standards (1998), preparation and release of the Wisconsin Curriculum Guidelines (2001) and development of new high stakes student tests for fourth, eighth, and tenth graders, including a High School Graduation Test (2002). There also is new legislation regarding teacher certification and licensing (1999).

WASDI is recognized as a successful in preparing K-12 teacher leaders/master teachers to guide the implementation of these diverse reforms in mathematics, science and technology education. Teacher leaders are prepared through the WASDI Lead Teacher Institute program.

WASDI is further recognized for preparing teachers to implement curriculum and instruction reforms at the classroom level in K-12 mathematics, science and technology education. Teachers are prepared through a system of statewide K-12 teacher professional development Academies.

#### **This recognition of WASDI is evidenced in the following diverse actions:**

1. More districts are seeking out WASDI Lead Teachers to lead K-12 curriculum reform and increasingly these requests are due to the preparation of the WASDI Lead Teachers in implementation of the NSF "reform curriculum" in K-12 mathematics and science.
2. WASDI Lead Teachers continue to extend the reach of their leadership activities at all levels: state, regional and local, as well as in all areas of K-12 curriculum reform: assessment, mentor teachers, deeper content knowledge, and new pedagogy.
3. Increasing use of the WASDI asynchronous communication system-WASDIline to provide support for teacher leaders and to further develop the WASDI Academies.
4. Increasingly, in Wisconsin, diverse groups are stepping forward to develop WASDI Academies for their region.
5. Established WASDI Academies are finding increasing support in the community and experiencing increasing enrollments.
6. Districts are recognizing the outstanding quality of the workshops provided at the summer WASDI Academies, particularly the workshops presented by the WASDI Lead Teachers.
7. WASDI Lead Teachers and teachers participating at Summer Academies are increasingly recognizing ways to integrate technology into mathematics and science, as well as ways to integrate mathematics, science and technology.
8. Technology Education is increasingly viewed as relevant to all areas of the curriculum, as a valid curriculum area in its own right, particularly in elementary curriculum, and as a rich source of activities for inquiry and problem-solving activities for the mathematics and science curriculum.
9. State professional organizations are experiencing new leadership from WASDI Lead Teachers who are officers, board members and presenters at national and state meetings.
10. In 2000, all four Presidential Award winners for Excellence in Science and Mathematics teaching for Wisconsin were WASDI Lead Teachers. Also, Lead Teachers have received many other honors such as Fullbright and GTE awards.

WASDI is recognized nationally by other states who have seen their Systemic Initiative grants from the National Science Foundation expire before the accomplishment of the K-12 curriculum reforms. Twelve other states have observed the WASDI project and are working to replicate part or all of the WASDI approach to statewide K-12 curriculum reforms. Michigan, Minnesota and Colorado are already implementing parts of the WASDI project.

#### **Regional WASDI K-12 Teacher Professional Development Academies/Centers**

From all corners of the state, Wisconsin educators and community members who are responsible for reform of K-12 mathematics, science and technology education are seeking to implement a WASDI Summer Academy to accomplish K-12

reform. When the project began in November 1994, there were 6 Academies that offered 96 professional development workshops to 1653 teachers. The project proposed to develop 10 professional development Academies or centers over a period of 5 years. By the end of 6 years, there were 11 academies offering sixteen weeks of workshops to 2868 K-12 teachers in the summer of 2000 bringing the total of 13,255 teachers attending academy workshops from 1994-2000. This number includes 9,500 unique individual teachers and the other 3755 teachers have attended more than one Academy and/or more than one year.

A unique part of WASDI that is beginning to gain more importance in regional curriculum reform efforts is that WASDI connects mathematics and science curriculum reform with technology education curriculum reform. Increasingly, these technology education workshops have an explicit connection to curriculum reform in mathematics and science. Academy offerings also include instructional technology training in general and as applied to these three content areas.

Two important reasons for making the technology education connection is to promote the development of increased participation and commitment to school and business partnerships in order to enhance the preparation of students for the world of work and to do so in a manner that is equitable for all students. In 2000, teachers participating in the summer workshops spent a half day touring 500 businesses, discussing school-business partnership issues with 600 business and industries representatives, and 96 Wisconsin corporations made contributions to various Academies.

The WASDI Academy workshops presented by the WASDI Lead Teachers are grounded in this concern for equity and the success of all students with worthwhile mathematics and science knowledge and abilities. These school-business collaborations and the integration of technology education with mathematics and science, represent demonstrated ways to achieve equity and success for all students.

#### Prepared Teacher Leaders

The WASDI Lead Teacher Institute prepares teachers to act as agents of change in their schools and districts, as well as to conduct staff development workshops across the state. The institute has consisted of approximately 30 days of professional development over a one year period on topics such as Leadership, Personal Development, the Change Process, Team Building, Content (math, science, and technology education), Best Classroom Practices, Alternatives for Assessment, the Third International Mathematics and Science Study (TIMSS), Presentation Skills, Standards-based Education, the National Science Foundation-Sponsored Reform Curriculum, How Children Learn, Brain-Based Learning Theory Research, and Strategies of Teacher Professional Development. From 1994-2000 336 Lead Teachers have gone through the institute program and are providing leadership in schools, districts, and professional organizations, as well as at WASDI Academies.

The WASDI Lead Teachers are increasingly recognized for their preparation in leadership skills, such as how teachers work with administrators or teachers who are hostile towards reform, or unable to take risks. Lead Teachers have proven their competency with curriculum reform knowledge, skills, processes and attitudes. They have demonstrated in depth knowledge of the national and state mathematics and science standards and the emerging technology education and instructional technology standards. They also have experience with implementation of one or more of the 26 mathematics, science and technology education reform curricula sponsored by the National Science Foundation which have been part of the Lead Teacher Institute training program.

Monthly reports from Lead Teachers to the evaluator document the increasingly diverse leadership activities. For example, Lead Teachers are (a) leading district curriculum reform, (b) teaching district, regional and state courses and workshops related to curriculum reform, including the integration of standards, new assessment and instructional technology; (c) working at the district level to expand other teachers' vision of how K-12 education can benefit students and the community; (d) providing leadership in district adoptions of one or more of the 26 national reform curricula, and (e) preparing and receiving grants, honors and awards at regional, state, and national levels.

The WASDIline, asynchronous communication system that WASDI senior staff, Academy Directors, and Lead Teachers used for 6,737 hours in 2000. (There are 8,760 hours in a year.) Over six years WASDIline has been used for over 28,737 hours, or 3.28 years. Lead Teachers claim that this online computer network provides the kind of daily support they need to shift into their new and diverse roles as teacher-leaders in curriculum reform.

In addition, WASDI project work, related to Academies, Lead Teachers, project staff, interstate and out of state outreach, is accomplished asynchronously, as is other project management work. Due to WASDIline, there are fewer face-to-face meetings and thereby, saved travel and meeting time. There is less surface mail and therefore, quicker turn around time and more timely information sharing.

A subgroup of WASDI Lead Teachers, called WASDI Online Facilitators, and the Senior Staff took a course in how to facilitate online learning communities. This course improved their knowledge and skills in how to use WASDIline for continuing the professional development begun during the face-to-face meetings of the Lead Teacher Institute. These Facilitators and staff have committed extra efforts to developing the social-informational culture required in an online environment that is a continued learning opportunity. There is commitment to continue developing these online facilitation skills so that new Lead Teachers, and in the future, even Academy participants, can experience the professional development results that online networking, that includes facilitated learning community, provides.

They do so because their personal experiences, as well as professional development research findings, tell them that learning and changes take place daily and incrementally, a phenomena that can occur more readily through the support provided via online learning communities. The WASDIline results experienced by Lead Teachers include these slow, continual personal changes in beliefs about teaching and learning, deeper understanding of the national standards and more extensive implementation of standards-based teaching and learning in their own classrooms, paradigm shifts, and new reform curriculum knowledge and skills.

### **Benefits to Teachers, Students, and Other Teachers**

Teachers, students, and other teachers benefit from a teacher's participation in a WASDI Summer Academy workshop and these benefits increase the more years a teacher participates. Teachers who have participated for 5 or more years, taking workshops across science, mathematics and technology education begin to understand the constructivist (or teaching for understanding and daily problem-solving/inquiry) approach to teaching, in general, as well as the many ways they must reform teaching and learning for students to become confident with in depth mathematics, science and technology education at their grade level.

At WASDI Academies, teachers participating described the workshop offerings as places where teachers first experience the same lessons students will later experience. This permits teachers to gain comfort with what often is difficult science or mathematics content, new ways that "students" are required to communicate with one another about problem solution strategies or inquiry approaches, plus experience new assessment procedures. After participating in these exemplary or model lesson experiences taught by master teachers, teachers are then introduced to the "theory" behind the lesson including the constructivist approach to teaching and learning, brain-based research and theory, equity theory, the use of technology and the national and state standards.

At the Academies, teachers also participate in half-day tours of at least two businesses where they are provided a career-oriented rationale of what they are learning in the workshops. For example, teachers hear from employers that what they want are students with the self-confidence and a vision of oneself as successful with mathematics, science and technology education activities that may be new and unexpected- the, "I can do it attitude" that is needed in workers today.

Perhaps, because WASDI Lead Teachers represent three curriculum areas: mathematics, science, and technology education; represent the K-12 curriculum and grade span, or perhaps because their Institute training program includes developing new knowledge and skills related to both Technology Education and educational technology for multiple reasons, a strong WASDI outcome has been Academy workshop offerings that promote integration. This integration comes in three forms: (1) integration of educational technology into mathematics and science; (2) integration of Technology Education activities into the mathematics and science program; and (3) integration of Technology Education into the K-12 curriculum.

Elementary Technology Education is viewed as a legitimate new part of the K-5 curriculum for student benefits related to design engineering processes, inquiry and problem-solving (the same processes promoted by the new mathematics and science standards). Other legitimate student benefits are related to preparation for the workplace where problems and inquiry do not come as strictly mathematics or science problems, but rather require the problem solver to flow in and out of mathematics, science, and other areas of knowledge and related processes.

### **Project Extensions and View into 2000-2001**

The WASDI Project Senior staff has solidified as a productive team who can readily explain to others how to go about doing an extension of the project in another state or in other content areas. The Wisconsin State Department of Instruction (DPI) is interested in extending the model to social studies and language arts and having the WASDI structure and staff continue their leadership in an extended program for both the Lead Teacher Institute and the Academy workshop offerings. The project leadership team is interested in continuing the project into next decade.

More information is available at [www.wasdi.org](http://www.wasdi.org).

Please consider the per pupil revenue to increase to the amount of that of wealthier districts. When the current revenue caps were put in place the School District of Superior was close to the bottom of the list as far as per pupil spent. Because our district was so efficient at the time they are now penalized with how much they can increase the amount spent per pupil. A fairer way to limit spending would be to average the amount per pupil spent across the state and put revenue caps at that amount. Now the SAGE program will be eliminated in some of our schools with this budget. All reputable studies show the advantages of lower student to teacher ratios, however with current revenue caps and the elimination of the SAGE program, the School District of Superior will have to increase the student to teacher ratio. All this and the proposed budget shows an increase in testing and spending for the Milwaukee Choice Program. Please reconsider the proposed budget to more reflect the need of our children.

Thank you.

Gerald D. Olson  
1602 E. 5th St.  
Superior, WI 54880

715 398-7113  
golson@swlp.com

# **WASB Issue Summary**

March 2001

## **Special Education**

### **Background:**

In his 2001-03 executive budget bill, the Governor recommends providing an additional \$10 million in 2002 and \$15 million in 2003 for special education categorical aid. He also recommends creating a high cost special education program to reimburse school districts for 50 percent of the cost of serving high-cost, special-need students that exceed six times the statewide average cost per student (over \$50,000).

In addition, the Governor directs the department to distribute \$10 million in special education aid on a census basis in 2002 and distribute five percent of special education aids on a census basis in 2003. Census-based funding distributes funds based on the overall census of school-aged children, district enrollment, or average daily attendance in contrast to systems that provide funding based on a count of children receiving special education services and/or a measure of the special education services actually provided. Earlier this year, the Kettl Commission recommended aligning the state's programs serving special-needs children with the census based formula in recent federal legislation.

Finally, the Governor's budget would direct the DPI to provide school districts with the maximum flexibility permitted by federal law to serve the needs of special education students.

### **Advocacy:**

The WASB supports full state payment for children with high cost, low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation. While the WASB commends the Governor for creating a high cost special education program, his proposal would serve only a very small percentage of children.

The Department of Public Instruction, as recommended by the State Superintendent's School Finance Task Force, had included a provision in its budget request to provide 90 percent reimbursement for the costs of providing special education to children whose costs exceed three times the state average. The DPI estimated that this proposal would serve approximately 1,300 children.

The WASB also supports changes in Wisconsin's special education law so that state law is no more restrictive or prescriptive than federal law. The WASB has been a singular voice in the Wisconsin educational community in calling on both state and federal officials to reform the rigid, rule-bound special education system. The WASB has pointed out that learning, not labels, is a more important measure of educational success.

As such, the WASB supports the Governor's proposal to ensure that districts have the maximum flexibility allowed under federal law to serve the needs of special-needs students. The census-based funding proposal would also more closely align Wisconsin with federal rules and provide special education funding to schools without the need to label students.

# WASB Issue Summary

March 2001

## School Finance/Revenue Limit Flexibility

### **Background:**

In 1993-94, revenue caps and the qualified economic offer (QEO) went into effect. In 1996-97, the state's equalization aid distribution formula was altered from a two-tiered to three-tiered cost sharing formula, adding a new primary guarantee level. At the same time, the state committed to funding two-thirds of school costs, including debt service and capital costs.

The current system of school financing is often compared to a three-legged stool supported by two-thirds state funding, revenue limits and the QEO. 'Two-thirds' is calculated on a statewide basis and includes the property tax levy credit.

The level of state support received by an individual district may vary from two-thirds depending on formula factors such as: membership; shared cost; equalized valuation; and guaranteed valuation established by the Legislature's three-tiered formula. The state aid distribution formula attempts to ensure that each student comes to the schoolhouse door with the same amount of property value behind him or her.

The debt service and capital costs have been slowly increasing. As a result, legislators considered debt levy caps and referenda scheduling limits during the 1999-2001 budget negotiations and are again considering referenda scheduling limits.

Revenue limits, the second "leg," restrict the annual increase of a school district's per pupil revenue derived from general school aid and property taxes. Revenue limits increase by a flat dollar amount adjusted for inflation each year. However, the gap between revenue and personnel costs continues to narrow with each passing year, forcing many school districts to trim their budgets substantially and have resulted in crisis situations in some districts.

The third "leg," the QEO, eliminated the teachers' union's ability to force a school board into interest arbitration on economic items if the board makes a "qualified economic offer" or a 3.8 percent total package increase. During the 1999-2001 budget cycle, lane movements were exempted from the QEO – further exacerbating the tight revenue problems.

On July 11, 2000, the Wisconsin Supreme Court turned back a challenge to the state's school funding formula brought by more than 100 school districts and the state teachers' union and ruled that it is constitutional. However, in the same ruling, a slim majority of the court wrote a new standard for evaluating "equal opportunity for a sound basic

education," defining it as "one that will equip students for their roles as citizens and enable them to succeed economically and personally."

In the months following the Supreme Court's decision, the Governor's Blue Ribbon Task Force on State and Local Partnerships, otherwise known as the Kettl Commission, toyed with the idea of 100% state funding for schools. After overwhelming objections were raised by the educational community and others, the idea was dropped.

In the beginning of the 2001-02 legislative session, several legislative proposals to substantially alter the current funding system have begun floating. However, none have been formally introduced yet. The Governor's proposed budget continues the current funding formula and maintains the 2/3rds funding commitment for both debt service and capital costs.

### **Advocacy:**

During the WASB regional meetings, school board members ranked "modifying the revenue limits" as the association's number one school finance priority. At the Delegate Assembly in January, the WASB members approved a resolution supporting legislation allowing school boards to increase their local tax levies on a per pupil basis above the state limits by not more than two percent of the statewide average cost per pupil.

This proposal would provide the flexibility to address the variety of issues of concern to the WASB membership without undermining the Legislature's interest in controlling costs. It is the WASB's highest priority for the coming session.

The WASB also supports adjusting the revenue limits to account for the state mandated exemption of the lane movement from the QEO.

SGI, Inc  
P.O. Box 4000  
Chippewa Falls, WI 54729

March 26, 2001

Co-Chair Senator Brian B. Burke  
Co-Chair Representative John Gard  
Joint Committee on Finance  
State Capitol  
P.O. Box 8952  
Madison, WI 53708-8952

Dear Senator Burke & Representative Gard:

The University of WI Eau Claire & the Chippewa Valley Technical College are critical to the workforce needs of this region and the State of Wisconsin.

Without trained graduates in many of today's highly specialized technical areas, we can not keep pace with the demands placed on our industry by global competition in our technology-driven world. SGI's forte of high-performance computing & advanced graphics solutions requires us to seek graduates skilled in the latest engineering and computer science fields.

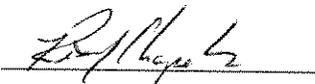
If the state is truly interested in economic expansion, then they must be willing to support our university & technical college system at appropriate levels that will provide not only technically competent graduates, but also constant re-training opportunities & customized training specific to our needs. We view supporting the Chippewa Valley Budget Initiative as a needed step in improving the technology training capabilities in the Chippewa Valley.

The state's investment in its academic system will pay off in long-term benefits by creating jobs like those our high-tech industry can provide.

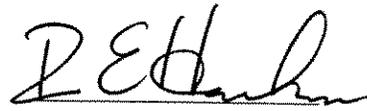
Best regards,



Gary Geissler  
VP of Engineering



Rick Chapek  
VP, Manufacturing Ops



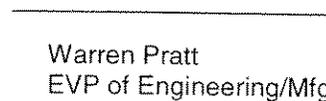
Dick Harkness  
VP, Manufacturing



Jim Kreilich  
I/S Program Manager



Dave Parry  
VP of Engineering



Warren Pratt  
EVP of Engineering/Mfg

March 26, 2001

Joint Finance Committee  
State of Wisconsin

Where are the legislators' and governing hierarchy's priorities? There is great hype and special concern for wetlands and endangered species. There is similar concern about forests being preserved. There are constant efforts to attract businesses and industry to Wisconsin. BUT - how will any of this be possible and sustainable for the future if our young people don't have the necessary privileges of adequate and equitable education which they need to be successful, well informed, caring and concerned adults?

Not having sufficient educational funding - worse yet - cutting the educational budget, is like not putting a proper foundation for a building. It is like not affording your garden proper light and nourishment to produce to the intended potential.

Think about this, powers that be! What and where are your priorities? Everything else is going up in price, but, you want to reduce the percentage for educational spending. What a huge mistake that would be.

The future of an educated citizenry is depending on you. Don't let us down. Don't let the State of Wisconsin decline.

Rethink the Proposed Wisconsin Budget.

Sincerely,



Bonita Higgins - mother of seven, grandmother of nineteen,  
great grandmother of two, citizen of  
Wisconsin forty eight years, registered to  
vote in Superior.

P.O. Box 745, Superior, WI 54880

715-392-5601

March 26, 2001

4502 S. State Rd. 35  
Superior, WI 54880

Dear Legislators:

I am writing today to voice my opinion on Gov. McCallum's ideas for the Student Achievement Guarantee in Education (SAGE). I feel that not providing additional funding to schools entering the program in FY01 and keeping them from expanding the program into their 2<sup>nd</sup> and 3<sup>rd</sup> grades if their poverty rates are below 50% is a shame. My daughter is a 1<sup>st</sup> grader at the Bryant Elementary school in Superior and is in a SAGE class now. What I have witnessed with the smaller class sizes is that the students, not one or two of them but ALL of them, get the attention to learning that they need to excel. I feel that what Gov. McCallum has proposed for the SAGE program is not a step forward but a step back and is only hurting the children who hold our future.

Sincerely,



Superior School Board Member  
Leonard F. Albrecht III

March 27, 2001

Joint Finance Committee Hearing  
Superior, Wisconsin

Senator Brian Burke and Committee:

I would like to thank the distinguished panel for their time and willingness to listen to the citizens today. Hopefully the information and testimony provided will be instrumental as the Joint Finance Committee is challenged to make key decisions that will affect the communities in Wisconsin and the future of our educational system. Decisions should concern what kind of education and services best meet the needs of all our children.

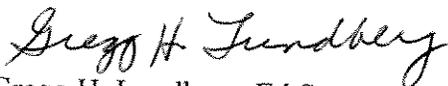
We need schools that are healthy, energy smart, environmentally sensitive, accommodating to the needs of all learners, using up-to-date technology - that complement and enhance academic excellence. Learning is a lifelong process, and resources are limited.

Increased expenditures and costs in health insurance, fuel, natural gas (and other utilities), and contracted services not related to teaching and learning are depleting budgets. The revenue increases are not sufficient to meet expenditures without the threat of cutting services or programs. The vendors we purchase goods, services, and supplies are not limited or capped and therefore we are expected to continue to maintain and do more with less. The same applies to unfunded mandates.

We are fortunate to have an excellent staff and school board that work together to promote our mission in providing opportunities for our children that result in positive, productive, and contributing members to society. When you feel you have a stake in your school/community, you're willing to work harder, make sacrifices, and protect and build up your highly personal investment. Education is an investment in our children and our future.

We support the General School Aid proposal relating to the two-thirds funding to include debt service and construction. We further would support eliminating categorical aids and include those associated costs with the two-thirds funding or provide full state funding for special needs students.

Sincerely,



Gregg H. Lundberg, Ed.S.  
District Administrator  
School District of Maple  
PO Box 188  
Maple, WI 54854

Testimony to the Wisconsin Joint Committee on  
Finance, March 27, 2001, Superior Wisconsin

Professor Gloria Toivola, President, The  
Association of University of Wisconsin  
Professionals, UW-Superior Chapter

---

First, as a representative of the UW-Superior Chapter of The Association of University of Wisconsin Professionals, I would like to extend my appreciation to you for the passage of paid health insurance coverage from the first day of employment for UW faculty and academic staff in the current biennial budget. This shows us that the legislature is sensitive to one of the many problems that the University has in attracting high quality staff to the state. It has helped to ease recruitment difficulties and is greatly appreciated by our new staff.

The University continues to face challenges in its efforts to improve the quality of life for citizens of this state. Increasingly, the University of Wisconsin is depending on user fees and private funding to support its activities of teaching, conducting research and providing public service. While this may at first seem to be a benefit to the Wisconsin taxpayer, it is, in the end, a cruel hoax. The University belongs to the people of Wisconsin. All people should benefit from its services, not just those who can afford increasing tuition or who can buy a university researcher to pursue selfish private interests. The University is a public and not private good. As taxpayer support dwindles as a percentage of the total budget, University priorities will move in directions favored by particular private interests and not

necessarily by those which best serve the citizens of this state.

The legislature could help restore the people's control over their University with the following actions.

1. Reduce tuition costs to their historical levels of 25% of the costs of instruction. Maintain legislative control over tuition levels by denying the non-elected Board of Regents tuition flexibility.
2. Increase student aid, particularly in the form of grants. Everyone in the state benefits when all qualified students are allowed to receive a college education without the heavy burden of debt now imposed on them.
3. Provide UW faculty and academic staff with compensation competitive with higher education institutions elsewhere. UW comprehensive universities and colleges, which teach the vast majority of Wisconsin students, provide salaries that lag seriously behind national averages. UW-Superior salaries lag behind even those of other UW comprehensive institutions. The 4.2% salary increase proposed by the Board of Regents will bring only salaries at UW Madison into the competitive range. A faculty salary schedule is also desperately needed to insure fair salary distribution.
4. Provide UW faculty and academic staff salary increases from GPR funds and not from

student tuition increases. The linking of salaries and tuition has lead to a perverse conflict between the interests of the faculty/staff and those of the students.

5. Provide living wages and improved working conditions for UW academic staff. Current treatment of academic staff is the great shame of the University of Wisconsin. Don't we value our students enough to put people in front of their classes and in the offices that serve their needs who aren't always worried about next month's rent and whether they will have a job next semester?
6. Provide the necessary funds so that university research is driven by intellectual curiosity and the interests of the citizens rather than by the selfish motives of wealthy private interests.
7. Provide the facilities, libraries, supplies and technology to enable the University to offer the highest possible quality services to its students, its local communities and the entire state.

Proper funding of all public education should be looked upon as a constructive solution to many of the problems faced by the people of Wisconsin. To serve the public's interest, the citizens must maintain control of this important public function.

**PREPARED TESTIMONY FOR  
JOINT COMMITTEE ON FINANCE  
SUPERIOR, WISCONSIN  
MARCH 27, 2001**

Prepared by David R Hildebrand, President  
Wisconsin Indianhead Technical College

Wisconsin Indianhead Technical College (WITC) is an 11-county district located in the northwestern quadrant of Wisconsin. With two campuses located at New Richmond and Rice Lake in the southern part of the district, and two campuses located up north at Ashland and Superior, we cover a territory that is larger than eight (8) states in the USA. One in nine citizens in the region received services from WITC during this past year.

State Aids

As you are aware, the Governor's budget does not include a base increase in state aids to support the job training efforts of the Wisconsin Technical College System (WTCS). For WITC, this proposal will translate into a reduction in state aid of at least 5% for each year of the biennium, due to our increasing property values.

In fact, WITC is receiving less state aid today than it did ten years ago. Today this decline in state support is alarming as we deal with a 20% increase in health insurance and the continued increase in fuel and utility costs.

The continued decline in state support this past ten years has meant that our taxpayers and our students have had to pick up the difference. Many of our taxpayers are land-rich and income-poor with an average per capita income that is 20% below the state average. Over 84% of our students are now receiving financial aid with 50% of these students receiving student loans —not grants.

I urge you to restore the 4.1%/4.1% increase in state aid to the WTCS that we originally requested.

Waiting Lists

WITC, like other districts, has waiting lists for several programs. The Associate Degree Nursing Program (A.D.N.) currently has over 100 students on waiting lists at the Rice Lake and New Richmond campuses. This comes at a time of unprecedented need for nurses in the medical community. WITC currently offers the A.D.N. program at each campus and would like to expand an additional section at Rice Lake and New Richmond. The lack of state support could threaten the start-up of these additional sections of the A.D.N. program.

Placement

WITC graduates continue to enjoy excellent placement. The six-month follow-up study of the 2000 graduation class indicates that 95% of the class is employed with the average starting salary up 4.5% to \$25,615.

Our graduates, furthermore, stay in Wisconsin – 64% work where they received their education – 13% out of district, but in the state. Seventy-seven percent (77%) of our graduates stay in Wisconsin. In short, they work here, they play here, they pay taxes here, and they vote for you, our legislators.

A five-year follow-up study of our 1994 graduates provided some impressive statistics. The study indicated that our graduates received an average salary increase of 9½% per year for each of the next five years and continued to stay in Wisconsin. No brain drain was evident.

In short, WITC has well served the people and businesses of this region.

#### Virtual Campus (e-Tech College) Initiative

We support the Governor's proposal to fund the Virtual Campus initiative at \$1.0 million annually. This initiative will allow all technical college districts to provide Internet-based programs and courses. Distance learning opportunities are vital in this region where the average population density is less than one-third the state average. The Virtual Campus will allow us to provide technical courses to the 46 school districts in our region if funding were made available. Only a portion of the Virtual Campus initiative was funded. The WTCS Board's budget request included \$3.6 million GPR over two years for us to work in cooperation with the Department of Public Instruction (DPI) to develop secondary-level technical and career courses to Wisconsin high schools. Over 75% of these funds were intended to cover direct instruction costs. Technical courses were to be developed in career clusters in such areas as bioscience, information technology, and manufacturing.

Technical education is in a decline at the secondary level in our region due to declining enrollments and the resultant cost control cutbacks. The restoration of the funding would allow WITC to fill the technical education void that is being created at the secondary level.

#### Summary

Northern Wisconsin, like the entire state, is experiencing a critical shortage of highly skilled labor. WITC is in a major position to meet the needs of our local labor force. Every year we graduate over 1,000 students with the majority of them staying in Wisconsin. Annually, over 30,000 individuals attend our courses and programs. WITC needs increased state support to adequately fulfill our vital role.

March 27, 2001

To the Joint Finance Committee

Honorable Senator Burke,

I am writing to express my feelings about Governor McCallum's proposal to cut SAGE funding and the revenue caps for education.

It would be devastating to the families of northern Wisconsin. We are already struggling with budget shortfalls. We need to preserve the quality of education for our children and grandchildren.

Our schools need to preserve their high quality and standards for education in northern Wisconsin. Please vote to keep SAGE in the budget and remove the revenue caps in education.

Sincerely,

Jack Sweeney  
1601 East 6th St.,  
Superior, WI 54880

March 27, 2001

To the Joint Finance Committee:

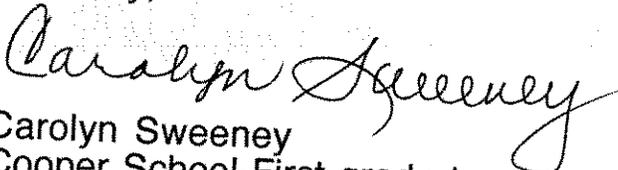
Honorable Senator Burke,

I am writing about Governor McCallum's proposal to cut the budget for SAGE and revenue caps for education.

Cooper School in Superior (I teach first grade there) and other SAGE schools will directly feel the impact. We are in our fifth year of SAGE at Cooper, and we see the positive effects it has had on our students' learning. How devastating it would be to see the program dropped. There is no logical reason to remove a program that is working and showing good results. Our test scores have continually risen since the implementation of SAGE. Long range we see a decreasing need for special education services for our children. Their needs are being met with the lowered class size.

My vote is for continued funding for SAGE and the removal of the revenue caps for education. We are a very needy county and feel the pinch greatly. Our children are our future, and they need nothing less than the best education.

Sincerely,



Carolyn Sweeney  
Cooper School-First grade teacher  
1807 Missouri Ave.  
Superior, WI 54880