

Taking a stand

Protesters filled Capitol Square in Madison, Feb. 19, to protest Gov. Scott Walker's Budget Repair Bill. The Capitol building was packed on every level.



photos by Abbie Fishman
A protestor stands at Capitol Square on Saturday, Feb. 19.

WCTE opposes Walker's Budget Repair Bill

As the WCTE board gathered for its mid-winter meeting, Feb. 11-12, Gov. Scott Walker revealed his Budget Repair Bill. Concern for its effects on education and educators, the board drafted a preliminary response.

District 10 Director Tom Pamperin developed it further after returning home and with e-mail input from the rest of the board, fine tuned the document for immediate release to the press and professional organizations. [See statement on p. 2.]

Board member Karen Kelley Rigoni was in Madison the following Saturday, Feb. 19.

"Regardless of which side of this issue you are on, being in the Capital was emotional," Rigoni said. "As compared to the uprisings occurring in other countries where people are standing up for the right to have their voices heard and risking their lives to do so, we live in a country where we have the right and responsibility to make our voices heard without the same level of fear.

"Standing witness to this essential aspect of our democracy being played out in Madison was truly inspirational."

[See page 3 for a gallery of photos featuring protest signs.]

Response: Budget Repair Bill

Read the WCTE Board's position statement in opposition to Gov. Scott Walker's proposed Budget Repair Bill. >>Page 2

Photos of Madison Protest

English teachers took photos of demonstrators' signs with compelling messages. >>Page 3

100 Years: Chicago 2011

The NCTE celebrates its centennial in Chicago, the city where NCTE was founded. >>Page 4

Teaching Has Changed

Join Wisconsin English teachers who are writing their stories of how their teaching has changed over the years. >>Page 4

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WCTE OPPOSES WALKER'S PROPOSED BUDGET

The WCTE Board sent this statement to Gov. Scott Walker, all Wisconsin state legislators, NCTE and NCTE Members Open Forum, Wisconsin's U.S. senators and Arne Duncan, Secretary of Education.

February 21, 2011

The Wisconsin Council of Teachers of English strongly opposes Governor Walker's plan to strip Wisconsin public workers of their collective bargaining rights. Here's why:

1. There has not been enough time for the legislature to make an informed decision.

The Governor is trying to rush this legislation through without an honest debate about the effects it will have on the state. In face-to-face meetings with school district delegates, Republican legislators admitted that they have not had time to read the bill and repeatedly expressed surprise at consequences of the bill that they had not foreseen. WCTE demands that more time be taken to fully understand the implications of the Governor's proposal before a vote is taken.

2. WCTE believes that decisions of this magnitude must derive from negotiation and open debate.

Unions and public workers have repeatedly informed the Governor that they are willing to negotiate necessary adjustments to wages and benefits to meet economic demands if the Governor is willing to remove all references to collective bargaining from his proposal. Despite public workers' willingness to compromise, the Governor continues to refuse. Until he abandons this unreasonable stance, WCTE has no choice but to condemn his actions and oppose any vote on his proposal until all references to collective bargaining are removed.

3. The quality of education in Wisconsin will suffer if the Governor's proposal passes.

Teachers will have no voice in developing important policies such as class size, teaching load, professional development, planning time, extracurricular duties, and more; this will reduce the effectiveness of instruction because school districts will be unable to resist the temptation to

use the removal of bargaining rights to cut costs in these and other areas. The Governor's proposal also risks driving the most talented, dedicated, and experienced teachers from the profession or from the state.

Students, however, will suffer most. For example, five states currently prohibit collective bargaining for educators: South Carolina, Georgia, Texas, North Carolina, and Virginia. According to 2009 data, students in these states achieve significantly lower SAT and ACT scores than Wisconsin students do.

Since removing collective bargaining rights from public workers offers no economic gains to offset these losses in educational quality, WCTE has no choice but to oppose any vote on the Governor's proposal until all references to collective bargaining are removed.

4. School districts and administrators across the state have joined in their employees' opposition to the Governor's proposal.

The Wisconsin Association of School Boards, along with local municipalities and school districts across the state, has recognized the dangers of the Governor's proposal and has issued statements to condemn it. WCTE recognizes that if these groups are willing to keep collective bargaining rights for their employees, there is no need for the radical changes the Governor proposes. Therefore WCTE strongly opposes any vote on the Governor's proposal until all references to collective bargaining are removed.

5. WCTE believes that public workers are not our enemies. They are our neighbors, our police, our firefighters and teachers; they are the people that plow our roads and clean our public buildings. WCTE demands that, in keeping with the venerable progressive traditions of our state, public workers be allowed to retain the bargaining rights that have sustained their professions for decades.

Posted on the NCTE Members Open Forum:

"HOORAY for the Wisconsin Teachers of English. I am so proud of you teachers. That is exactly what we educators need to do. Take the yahoos on. If we don't, we are part of the problem."

~Yvonne Sui-Runyan, NCTE President

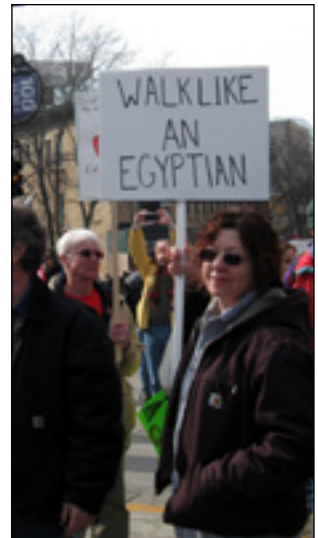
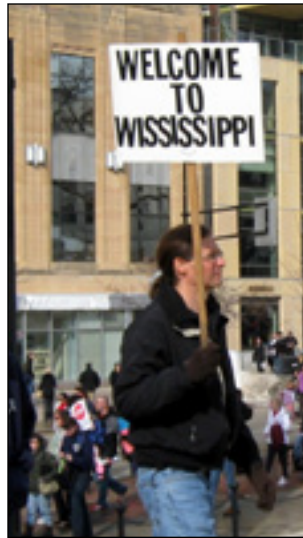
It was awesome! I was there Friday night and all day Saturday. The streets were filled with teachers and many other supporters such as firefighters, teamsters, AFSCME workers, nurses, social workers and UW students who were concerned about Walker ruining the UW system.

~Mary Davidson, English teacher at Wauwatosa East High School

Protesters in Madison sang "God Bless America," Feb. 19, on the Capitol lawn during demonstrations against Walker's proposed Budget Repair Bill and the gutting of public employee unions' collective bargaining rights. Watch a short video clip [here](#).



photo by Abbie Fishman



6 photos by Charles James

NCTE CENTENNIAL CELEBRATION

Join us in Chicago, Nov. 17-20, 2011

WCTE is planning to reserve a block of hotel rooms and get a site for Wisconsin attendees to gather during the convention. There is also the possibility of scheduling a bus to Chicago and back. Check the **WCTE website** for updates.

To encourage teachers to attend the NCTE Convention, WCTE will not have its annual convention in the fall. Instead, plans are being made for two regional workshops. The first will be in Green Bay in October and will address Response to Intervention as well as culturally responsive practices in classrooms. The second will be at Arrowhead High School in Hartland in the spring; it will focus on low budget approaches to high impact teaching in English classrooms.



NCTE Awards Deadlines

The following NCTE awards are due on May 1. Consider nominating a colleague for any of these awards:

Leadership Development Award (early career teacher of 1-5 years who has never attended NCTE convention and has demonstrated professional leadership)

Secondary Section High School Teacher of Excellence Award (high school classroom teachers)

NCTE Distinguished Service Award (person or person who have exhibited valuable professional service within the Council and without)

NCTE Advancement of People of Color Leadership Award (NCTE member of color who has made a significant contribution to NCTE and the development of our professional community)

THEN AND NOW >> from NCTE

How has YOUR teaching changed?

NCTE is interested in your history, how your teaching has changed – how you have altered, adjusted, or shifted your habits and expectations – since the time you began teaching. Whether you are a 30-year classroom veteran or a new teacher, you have a story, and we'd like to hear it.

And we at WCTE want to hear your story also! Send us 150 words about the change in your teaching **Then and Now**.



Please include:

- your name
- your school name and location
- the number of years you have been teaching.

Send your submission to WCTE via lbarring@wi.rr.com. We will print your story in the next WCTE Update.

THEN AND NOW

- **by Michelle Sixel**
- teaches at Shiocton High School, Shiocton, Wis.
- has been teaching for six years

When I tackled my first teaching job, I was at a loss on how to teach grammar to students who just didn't get it and didn't care, which sadly was seemingly most of my students. Why couldn't they just simply understand?

I "taught" the beautiful art of grammar through notes, diagramming, worksheets, editing, DOL, etc., but none of this seemed to do the trick.

One winter night, during basketball practice (that's right, I coach too), I had a brilliant epiphany; it was earth shattering. The next day, I brought a basketball to class. I had the students get up, spread out, and pass the orange, rubbery mass around. With this active grammar activity, I have truly taught subject, active/passive voice, direct object, indirect object, linking verbs, and predicate nouns and adjectives.

Once the students became actively involved, they at last began learning.

- **by Karen Kelley Rigoni**
- teaches at UW-Milwaukee
- has been teaching for 23 years

Dear 1988 Karen,

Here's a piece of advice: teaching is a people profession. While you consider yourself an introvert, make connections.

Students – Know your students as learners AND as people. Communicate your compassion daily.

Families – You're not alone. Look to families as a valuable source of cultural capital that you should make a central component of your teaching.

Communities – Get out of your classroom and learn about the place in which you teach. Seriously, shouldn't the place where your students live be a source of content for your teaching?

Colleagues – Your colleagues will be a great source of support. Reach out to them; listen to them. There's a good chance that your colleagues have already faced similar situations. They will see qualities in you that you don't see in yourself. Their observations will help you grow as a professional, which will ultimately benefit your students.

Updates on current ELA issues

1 **Striving Readers Comprehensive Literacy (SRCL) Grant from ED**

The purpose of the SRCL grant is to encourage building collaborative, vertical literacy relationships and to broaden the concept of literacy to include all of the language arts, and digital literacy. 6-10 states will be funded for extensive statewide literacy efforts through this competitive grant. On Jan. 31 a DRAFT of the K-12 Literacy Plan was sent to the USDE in order to be poised for the SRCL competitive grant competition this spring.

On Feb. 1, the external statewide literacy team who assisted in visioning this document (including WCTE President Lynn Aprill) received copies of the DRAFT Plan. The Wisconsin Birth to Grade 12 Literacy Plan emphasizes Response to Intervention (RtI) as a way to systematize literacy support for all students around four main goals of Instructional Design, Assessment, Professional Learning, Alignment and Accountability. The plan builds heavily of the foundation of the State Superintendent's Adolescent Literacy Plan released in 2009 (WCTE board members Erin Schwane and JoAnne Katzmarek served on this external team).



Emilie Amundson

2 **Common Core State Standards (CCSS) Roll out**

CESA Progress

All 12 CESAs have held at least one ELA Investigations workshop on the CCSS. These workshops are discipline specific and work to “unpack” the standards document, suggesting next steps for district and school level discussions. The turn-out for these workshops has been huge. However, the purpose of this workshop is to investigate the standards and does not delve deeply into content.

The statewide ELA Standards Leadership team (WCTE Board members Tom Scott, Erin Schwane and Karen Kelly are members) met on Feb. 16 to discuss the identified needs in the field. Conversations stemmed from the question: After schools and districts INVESTIGATE the standards, what next? How will the standards change instructional practice and what can we do (resources, PD, messaging, etc) to ensure they do?

IHEs and the CCSS

There continues to be an identified hole in the strategy

for connecting pre-service educators and ELA methods faculty and instructors to the CCSS. Neither DPI nor the CESAs have a cohesive strategy or the contacts to effectively connect with instructors and pre-service educators around the CCSS. How can WCTE help? If any ELA methods instructor is interested in collaborating with Emilie on a webinar, guest lecture, Skype call, etc to assist in discussing the implications for the CCSS with pre-service educators, please contact her at **emilie.amundson@dpi.wi.gov** or 608-266-3551.

Resources

On the next page is an ELA CCSS Key Design Specs document that Emilie created. Please feel free to use, modify, copy, etc.

Many both within the state and nationally have been buzzing about the Ohio Curriculum Frameworks that are aligned to the CCSS for ELA. Take a look and see what you think. They are available **here**.

3 **Response to Intervention**

DPI has recently released an RtI Guiding Document, called Response to Intervention: A Guiding Document. This 16-page brief is intended to provide a broad overview of Wisconsin's Vision for RtI and is intended for multiple audiences, including educators, parents and pre-

service educators. This 16-page brief can be downloaded at the following address. <http://www.dpi.wi.gov/rti/pdf/rti-guiding-doc.pdf>. If you are looking for a nuts and bolts, 101 type primer on Wisconsin's approach to RtI, this is it.



Design specs assist navigation of Common Core Standards

Understanding the Common Core Standards document can feel a little like being lost at sea. Emilie Aundson has created these design specifications to help you navigate the standards.

Download the documents for yourself at <http://www.corestandards.org/the-standards>

THE FLOW OF THE DOCUMENT

- Sections are divided into two large grade bands: K-5 and 6-12.
- At the high school level, the standards are presented in grade band clusters (9-10, 11-12).
- Within each grade band, the document is divided into topical sections:
 - ▶ **Reading**
 - Literature (10 standards)
 - Informational Text (10 standards)
 - ▶ **Writing** (argumentative, informative/explanatory, narrative) (10 standards)
 - ▶ **Speaking and Listening** (6 standards)
 - ▶ **Language** (6 standards)
- In the K-5 strand, there is a special section called **Reading Standards: Foundational Skills** that provides greater detail in early reading instruction.
- In the 6-12 strand, there is a special addendum to the ELA portion of the document called **Literacy in History/Social Studies, Science and Technical Subjects** that mirrors the structure of the Reading and Writing Standards but is intended to be used in subjects outside of ELA.
- Each standard progresses developmentally from kindergarten through grade band 11-12, meaning that each skill can be mapped across all levels of schooling.

WHAT YOU NEED TO KNOW

- In many ways, these standards look and feel like the 1998 Wisconsin Model Academic Standards in their organization. However...
- The emphasis on reading and writing informational texts has increased significantly. (See the chart on page 5 of the document for information.)
- Standard 10 of the Reading standards (both literature and informational) is predicated on text complexity, which is determined by quantitative, qualitative and reader/task considerations. (See Appendix A and B for more info.)
- If you are looking for support of 21st century learning, look no further than page 7! **Sing page 7 from the rooftops, in fact!** There is also language about collaboration in the Speaking and Listening strand.
- The document and supplementary materials (Appendix A,B and C) build a foundation for a multi-level system of support consistent with Wisconsin’s Vision for RtI. (Read this vision doc at www.dpi.wi.gov/rti)
- We must work diligently to get the Literacy standards into the hands of educators and administrators outside ELA and to lead conversations about disciplinary literacy. Page 5 is a great justification here.
- **Goal:** By 2014-15, a new assessment system will be developed that is aligned to the CCSS called the Smarter/Balanced Assessment. Design specs currently in discussion:
 - ▶ Computer adaptive testing platform
 - ▶ More performance tasks
 - ▶ Spring testing window
 - ▶ Formative and benchmark style components

WCTE BOARD MEMBER PROFILE

Meet Jacalyn Mabon, District 2 director

Jacalyn (Jackie) Mabon has been a WCTE member since 2004 and a district director for the last two. For the past seven years she has been teaching freshman English, an Integrated American Studies class with a history teacher and an emergent reading course for ELL students at Badger High School in Lake Geneva.

She has spent the past three years at Badger earning her Masters' Degree through Cardinal Stritch University to become a K-12 Reading Specialist.

"During the first three years of my teaching career I realized that my students didn't know how to read the text I was giving them," Jackie said. "I knew that I had to do something to help them beyond giving them differentiated readings." Studying reading has helped her understand students' approaches to literature in her class and how to better use the explicit teaching of strategies to meet students' needs.

Teaching provides Jackie with opportunities to learn every day, which she tries to channel into her students. "No matter how cliché it may sound, creating a love of learning and problem solving is my daily goal for students," Jackie said.

However, Jackie realizes how it is increasingly difficult to concentrate on student learning with the current political climate threatening to overwhelm teachers' daily interactions with kids.

"I'm discovering the need to surround myself with supportive colleagues. WCTE is a group that has empowered me beyond the incredible collegiality of Badger to see the bigger picture and how to become involved."



Jacalyn Mabon

PUBLICATIONS >> from Jessica Gallo, assistant editor

You can write or review for the Wisconsin English Journal. Here's what to do.

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The Wisconsin English Journal (WEJ) welcomes articles on all subjects related to teaching the English language arts in middle and high schools. In the coming year, we plan on featuring an article or articles in each issue that focus on a theme.

For the fall 2011 issue to be published October 2011, we encourage articles and will feature one concerning teaching English language learners. We would like to feature an article or articles

concerning teaching reading, writing or literature to students who are learning a second or third language while in your classroom/s this coming fall.

For the spring 2012 issue to be published April 2012, we particularly are interested in receiving articles concerning how teachers or teacher educators are deploying culturally relevant theory and pedagogy to teach the English language arts.

Articles on other topics are welcome, of course. The due date for the fall issue is Aug. 1, 2011 and the deadline for the spring issue is Feb. 1, 2012.

We believe that the juried journal process

that we have organized is vital to developing excellent articles for readers. We request one of three reviews from our outstanding editorial board and two reviews from other highly skilled reviewers. We welcome new reviewers who access our website and agree to review articles with sufficient rigor and commentary that supports authors and the WEJ.

We hope that all of you will be willing to be journal reviewers and help us support authors. Because we

are a juried journal with each article receiving three anonymous reviews, the journal may hold more power for those concerned about the publication's impact on their careers. We have begun to see more submissions from faculty and graduate students around the nation as our peer review process has become known. To become a journal reviewer, submit an article, and read the latest issue, visit the Wisconsin English Journal site at <http://journals.library.wisc.edu/index.php/wej> and create a user account.

Please consider submitting an article to the Wisconsin English Journal. We look forward to receiving and reviewing your texts.

To submit articles to the Wisconsin English Journal, log on to the [website](#) and follow the prompts. The deadline for submissions for the fall issue is Aug. 1, 2011.

Six student literary magazines in Wisconsin ranked by NCTE's Program to Recognize Excellence in Student Literary Magazines

As early as September, student editors of high schools' literary magazines are already planning how to make this year's publication better than the last.

They develop a theme and decide how to attract submissions and handle the entries; they review the publication's editorial policy and decide if changes are needed in the rubrics.

Then comes the nuts and bolts: organizing this specific magazine's production. They construct a ladder diagram, decide how to do credits, select the font and specific items that need to be included, like title page, colophon and design options.

Along the way they critique last year's magazine, prepare a budget and decide where they will get the magazine printed. And, of course, they want to build school, parent and commu-

nity support.

All of this with the direction and support of their faculty adviser, often an English teacher.

Literary magazines are nominated for the highest award by judges at the state level in the NCTE Program to Recognize Excellence in Student Literature Magazines (PRESLM).

These magazines are reviewed at the NCTE annual convention to select the highest awards. The chair and committee members of PRESLM serve as judges. The chair may also invite other individuals to help.

The winners are announced in January. The lists below are the 2011 recipients for Literary Magazines published in Wisconsin in the spring of 2010.

Superior	Excellent	Above Average			
<p>EDGEWOOD HIGH SCHOOL Madison The Wayfarer Editor: Claire McLaughlin Advisers: Teresa West-Lentz Diane Mertins</p> <p>MARQUETTE UNIVERSITY HIGH SCHOOL Milwaukee Signatures Editors: Hilton Dresden Sean Riley Colin Madigan David Glaubke Adviser: Ginny Schauble</p>	<p>JAMES MADISON MEMORIAL HIGH SCHOOL Madison Pressions Editors: Sarah Prescott Abigail Mitchell Adviser: W. R. Rodriguez</p> <p>MCFARLAND HIGH SCHOOL McFarland Driftwood Editors: Sam Bussan Gena Roisum Advisers: Joe Brady Jeff Kunkle</p>	<p>LINCOLN HIGH SCHOOL Wisconsin Rapids Bloodstone Editors: May Thao Stevie Schmidt Dylan Shanahan Amanda Hiti Jonathon Engeliem Becky Wolf Nicholle Johnson Advisers: Nicole Reetz Mark Larson Kurt Jensen</p>			<p>ETUDE HIGH SCHOOL Sheboygan Enthology Editors: Amber Ziesmer Kyle Halida Kyle Whelton Amanda Chavez Adviser: Tad Phippen Wente</p>
		<p>ETUDE HIGH SCHOOL Sheboygan Enthology Editors: Amber Ziesmer Kyle Halida Kyle Whelton Amanda Chavez Adviser: Tad Phippen Wente</p>			

Are you the faculty adviser for a literary magazine? Here are some good resources:

- "Magazine Fundamentals," published by the Columbia Scholastic Press Association.
- Exchange publications with award-winners: Click [HERE](#) for CSPA Crown finalists. Click [HERE](#) for Pacemaker winners from the National Scholastic Press Association. NSPA includes a thumbnail of a page of each magazine and the judge's comments.
- NCTE convention always has sessions about literary magazines. Proposals for 2011 in Chicago include two concurrent sessions and an all-day post-convention workshop called "Putting It Together: 12 Steps to Creating a Literary/Art Magazine." Experienced advisers will guide you through the steps of the creative process, including issues related to material selection, page design, and finances.

MASTERPIECE

40 YEARS

Many of us have spent countless Sunday evenings engrossed in a great plot, gorgeous costumes, evocative settings, and witty dialogue — in short, watching MASTERPIECE on PBS. It's the longest-running, most-honored drama series on primetime television — known for its high-quality adaptations of classic works by authors such as Shakespeare, Dickens, Austen, Eliot, and James as well as more contemporary literature and mysteries.

What you may not know is that the MASTERPIECE Web site offers rich, feature-filled pages for each program it airs as well as a wealth of online resources for teachers. The team behind the series has always considered educators to be an important audience, knowing many use films to enhance students' understanding of literature. There are more than 30 title-specific **teacher's guides** online, as well as **resources** for discussing the adaptation of book to film. All the educator resources are free.

MASTERPIECE Book & Film Club materials provide everything you need to run a book group in or outside of school. More than twenty-five guides, sorted by title or author, provide discussion questions, author bios, background essays, activities, and occasionally recipes. The next author to be added to the collection is Agatha Christie, with book-to-film discussion resources available this June at pbs.org/masterpiecebookclub/index.html



© ITV for MASTERPIECE, used with permission
David Suchet plays Hercule Poirot, Agatha Christie's master detective, always using his "little grey cells" to solve murders. More Poirot and Miss Marple episodes will air in June and July.

Genre/Author Guides

Film in the Classroom — This guide uses over 20 Masterpiece films to help you use films to teach not only great literature, but media studies as well.

Teaching Dickens — Focusing on four Dickens titles, this guide also features general questions, activities, and background information about Dickens.

The Complete Guide to Teaching Jane Austen — Covering all six Austen titles, this guide provides an in-depth look at Austen and her times.

Individual Film Guides

Almost a Woman	The Merchant of Venice
The American	Middlemarch
Anna Karenina	Oliver Twist
Cora Unashamed	Othello
Daniel Deronda	Our Town
A Death in the Family	The Ponder Heart
Diary of Anne Frank	The Road from Coorain
Endgame	The Song of the Lark
Goodbye, Mr. Chips	
Henry V	
The Hound of the Baskervilles	

Newest Teaching Materials from WBGH

In honor of the 40th anniversary, WBGH has created a new secondary teacher's guide entitled Film in the Classroom, which will be free at pbs.org/masterpiece/learn this April.

Using over 20 MASTERPIECE film adaptations as examples, the guide offers ideas and tips on how to teach film, not just as an adjunct to classic literature, but also as a medium that can improve students' understanding of literary elements such as character, theme, setting, point of view and symbolism. The guide features an introduction by John Golden, NCTE's film consultant.

Also for the 40th, WBGH has revamped its entire library of Book-to-Film Club discussion questions and related resources. It can be found at pbs.org/masterpiece/bookclub/index.html. The next addition to this library will be a Book/Film Club resource around Agatha Christie, since WBGH is airing Poirots and Miss Marples in June and July.

MASTERPIECE sweepstakes gives fans a chance to go on location

What better way to celebrate the 40th anniversary of MASTERPIECE than by touring some of the stunning locations from the series? The MASTERPIECE 40th Anniversary Sweepstakes runs until Tuesday, April 26, and will send the grand prize winner and a guest on a four-day, three-night trip to the United Kingdom. The trip includes VIP tours of Highclere Castle (Downton Abbey), Greenway (home of Agatha Christie), and Blenheim Palace (The Lost Prince), while enjoying accommodations with MacDonald Hotels & Resorts in the historic cities of Bath (Persuasion) and Oxford (Inspector Lewis). More info: <http://www.pbs.org/masterpiecesweepstakes>

WCTE Update March 2011

President Lynn Aprilil	Secretary Karen Kelley-Rigoni
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