

## Making a Difference in Haiti



*Carissa Hopkins-Hoel*  
Communications Coordinator  
St. Cloud Area School District 742

One of the key qualities of being a National Honor Society member is community involvement. For Apollo High School's Cole Stroot and Olivia Skudlarek, there is no shortage of caring and heart for those in need.

Stroot's family has been connected with Haitians for many years. His family sponsored two children several years ago, and while in

"The experience has been life-changing," explains Stroot. "There's a serious side. I won't take for granted the amount of water we have here. Every drop of clean water is precious . . . We worked long days, even when I got tired and gave up, there were others that stayed working until 10-11 at night with flashlights."

eighth grade, Stroot and his family traveled to Ruska Village. That's when the need really struck his family: the need for education, books and opportunity for Haitian children.

Approximately four years ago, Stroot's family started construction on a school funded by their own money. The goal was to fill the school with 400 students.

However, in 2016 fate intervened when Hurricane Matthew hit Haiti causing destruction and devastation, including the school. Classes halted, and the school has been closed ever since.

Stroot remembers his last visit to Haiti.

"During my last visit, I personally tried to bring as much [school supplies] as I could," explains Stroot. "I brought four to five suitcases [full of supplies]. It was great when I opened them up to see how excited the kids were."

Stroot wanted to expand on that feeling, so he approached Olivia Skudlarek, the current president of Apollo's National Honor Society (NHS). He asked her if NHS could run a school supply campaign for the Haitian students.

"I was very excited to have something for us [to contribute] — to see it grow and have someone there [in Haiti] come back to us and share,"

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## Through Students' Eyes: Innovation

*Minnetonka Public Schools*

Minnetonka Schools is proud to foster a culture of innovation to help keep the school district on the leading edge. Here is a quick look at what this has meant for three members of the MHS Student Innovation team:



*Alexandra Hernandez, Class of 2018, on how innovation extends curriculum:*

It's amazing to be part of a group of students who are representatives of innovation at our high school. We've been able to learn the innovation process and all of the steps, and then apply them to solve larger problems.

My group worked with the language department. We're trying to incorporate more culture into the world language curriculum, like the Immersion curriculum, so that students can understand more about the culture, the food and the customs that surround each language.

We have come across some obstacles, which is completely normal. As much as I thought it was challenging to overcome these obstacles at the time, looking back, I appreciate them because they helped us learn so much more. Sometimes, we had to

rethink our approach. When going through the innovation process you might feel like you're backtracking, but you move forward with better ideas for the long run. It was interesting to see first-hand how we moved back and forth throughout the process, persevering over the course of the year to make progress.



*Connor Hansen, Class of 2019, on how innovation encourages authenticity:*

If I were to describe the entire innovation process in one word, it would be 'authentic.' It's about starting small, prototyping, and if it flops it flops—that's just how it goes sometimes.

The whole Human-Centered Design process makes total sense. What I think sets it apart is the empathy piece. Empathy doesn't necessarily drive forward innovation, but it drives forth understanding of different points of view, ideas you may not be comfortable with, or concepts you simply don't know.

Sometimes, if people are used to something one way, they don't like change. Innovation is inherently messy. Through the Student Innovation Team we've learned in an authentic way in a safe and supportive

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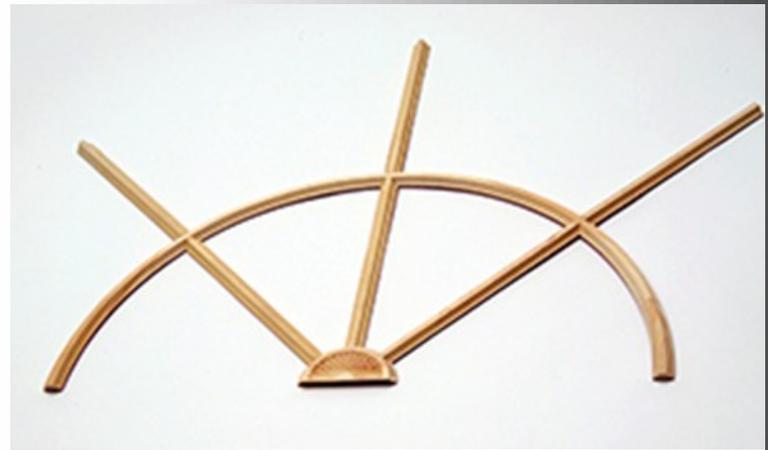
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# TEACHING TODAY MN

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## Making a Difference in Haiti

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describes Skudlarek. "It's a great opportunity for a service project and NHS is the perfect program to do this with. National Honor Society students do a lot of volunteering. They are required to volunteer a minimum of 40 hours each school year."

Apollo NHS students ran a school supply campaign and were able to collect three and a half suitcases full of supplies. Apollo High School staff donated the suitcases. During winter break, Stroot and his family traveled to Haiti to help with the school reconstruction and deliver the school supplies.

When the suitcases were opened, squeals of joy and excitement erupted.

"They loved us!" shares Stroot. "As soon as we were able to interact with them, we all had a circle of kids around us. I don't think I've ever seen a group of kids so continuously happy."

Stroot and his family spent five days in Haiti. The kids were back in school with the construction underway.

"The experience has been life-changing," explains Stroot. "There's a serious side. I won't take for granted the amount of water we have here. Every drop of clean water is pre-

cious . . . We worked long days, even when I got tired and gave up, there were others that stayed working until 10-11 at night with flashlights."

Stroot took over 800 photos and shared his experience with NHS upon his return.

"Most of the students were surprised at how different it was there," he explains. "It's a completely different lifestyle. It's very rural and most people have to walk a mile to get to water."

The impact on NHS was powerful. The group decided to continue to look for other outreach ideas such as this one. They want to truly make a difference and realize that even just a simple school supply drive can have a large impact on a community.

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## Through Students' Eyes: Innovation

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environment. We didn't try to avoid confrontation. The process helped us look at polarizing topics, in some cases, with more of a bird's eye view. We were then able to determine, as a group, what we thought was the best way forward.



*Dominic Barry, Class of 2020, on using innovation for safer roadways for students:*

The Student Innovation team helps bring an entirely new perspective to the table.

I worked on a team to make the roadways around Minnetonka High School safer. Along the frontage road near the high school, a lot of kids are crossing the street

every morning. During much of the school year, it's dark in the morning, and if people are rushing to get to school, it can be a somewhat dangerous situation.

We surveyed a few hundred students here to see if they thought safety was an issue, and a large number of students agreed it was. There are a lot of ideas in the works for how we might solve this problem. So far it has required a lot of brainstorming and connecting with individuals such as the city manager, engineers and budget experts.

I feel the Innovation team helps us work toward changes like these in a way that wouldn't happen if we didn't have a voice at the table.

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# The Students Are Coming

By Tom Mason

Almost three years ago, Fergus Falls had a dramatically renovated Manufacturing Learning Lab that included \$317,000 worth of new welding equipment, 3D printers, and lathes.

The idea of the Lab was conceived when local manufacturers Evan Westra and Mike Westergard formed a working group designed to find solutions to the worsening skills gap that threatened their ability to compete.

“It’s tough to find people,” Westra says. “My motivation is to get young people to be able to go into the trades.”

They knew that the state of the shop at Fergus Falls High School at the time gave students exactly the wrong impression of modern manufacturing.

Westergard knew that new equipment would show students that modern manufac-

turing “isn’t working in grease and dirt, and dingy conditions. It is pretty modern and cutting edge, and a lot of it is computer based.”

Local manufacturers volunteered to loan their tech people to set up the machines, and help show the students how they work.

The teachers were still playing with the curriculum, like how to get first-year students familiar with CNC equipment in just 50-minute increments.

But the bigger accomplishment, the teachers agreed, was that they could now show students and parents the possibilities in manufacturing. “It’s exciting and new every day. I think it’s our job to make sure students know that and understand that it’s not what it was even 10 years ago,” Wutzke says.

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## Fergus Falls STEM Academy



We are quickly approaching out the end of our 3rd year and with that we will be saying goodbye to our inaugural class. It has been an amazing and hectic 3 years as it is with any new program. Our program however is unique. We did not follow the usual process for implementing a new program, which includes writing curriculum, submitting it for approval, and hoping there will be adequate funding for at least the major components of the course. We started in reverse. Through the amazing support of our community our school has been able to update our vocational classes with 21st century state of the art equipment and create a Modern Manufacturing and Learning Lab (M2L2). We had the best equipment, now we needed to curriculum to support it.

We have an interdisciplinary curriculum combining fabrication, Project Lead the Way, and English classes. Here’s a rundown of some of the work interdisciplinary projects we do at each grade level.

### 10th grade:

#### Cornhole Board Project

English — Students write a complete 5–6 page business report with recommendations for next year.

Fabrications — Wood shop basic construction tools and the CNC router for inlays

PLTW — Use the CAD program to design cornhole boards and print out 3D models

#### Junkyard Wars

English — Students read science fiction including post-apocalyptic selections. Students create a multimedia presentation about the tool they invented.

Fabrications — Students create the tool in metal shop and have a contest determining which tool is most efficient.

PLTW — Using salvaged metals, students design a tool that incorporates at least two simple machines.

### 11th Grade:

#### Family Crest

English — Students read King Arthur stories and study the Middle Ages and create a family crest selecting symbols from their own family crest or create an original family crest.

Fabrications — Students use the plasma cutter to create their family shields.

Dream It Do It Contest — Students research area manufacturers, conduct and tape interviews on site to create videos that show “What’s Cool About Manufacturing.

Past Projects — In small groups, students created a logo and slogan for our program. They met with area graphic artists who taught basic design concepts. Once they were given project constraints, they used the engineering design process to help narrow down design options. They also used math concepts of proportion. Once they had a basic design, each team presented their ideas to different grade levels and conducted surveys to get feedback on their designs. Then they made modifications to the design. When they had a finished logo and slogan, they created a multimedia presentation for school and community stakeholders who selected the winning design.

### 12th grade:

Senior Capstone Project — Super mileage completion

English — Students worked with many aspects of business and professional writing in this project: First, students had to raise funds to help defray the costs of their cars. They created multimedia presentations and presented them to area business executives. Many of the businesses they presented to offered financial support, donated supplies, and technical support. Some businesses agreed to assist student with various design components to help them build a better car. Students had to e-mail businesses and set up their interviews. They also wrote and submitted their proposal and will eventually write a detailed business report about their car.

Additionally, students created promotional videos and presented them to younger students as recruitment tools for next year.

Fabrication — Students researched design components and using CAD design a super

high mileage car. They created 3D models of car and tested them in a wind-tunnel. They then made mock ups of their cars. Eventually they will create a car to take to completion. They used the design and fabrications skills they learned in 10th and 11th grade. They also did some advanced metal work.

Homecoming float — All three classes work to build a float for the parade. They follow the engineering design process and must include at least two simple machines. This becomes a great team building project.

Last year, we met with our current seniors and they evaluated our course. They researched and offered suggestion to improve the program. One of their suggestions was to allow more time for individual projects. AS result we implemented Flex-time Fridays. Students submit proposals for projects that reflect the level of skill appropriate for each grade level. Then every Friday, combine all three classes for a 3-hour block of time so students can work on their projects. They record their progress on a weekly blog.

Our senior class is very tight. We have become a type of family. We have many different personalities with different skill sets and interests but it has been amazing to see the sense how these kids have come together. They get to know each other and the teachers very well.

[www.fergusfalls.k12.mn.us](http://www.fergusfalls.k12.mn.us)  
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## Metals Course Builds Hands-On Skills



Paul Downer  
Delano Public Schools

Shop class students developed hands-on skills while building a trailer in Joe Finn's Advanced Metals course during the second quarter.

Welding, wiring, wheel alignment and more made the trailer project challenging but enjoyable for 19 students in grades nine through 12, though the majority of the class consisted of seniors.

With graduation only a few months away,

some of those seniors voiced appreciation for an experience that could help them land a job in the future.

"Nowadays the trades are not as popular as they used to be. Everybody is going to the university. That's fine, but I think there are a lot of opportunities out there for people who want to go into the trades," said senior Cole Schansberg. "Welding, building . . . not a lot of younger people are doing that anymore."

When asked if that knowledge would impact his career choice, Schansberg did not hesitate.

"Absolutely," he said. "I think it's something I would enjoy. I like working with my hands. This was probably the perfect opportunity to try something like that. If it's a job you like, you're not going to work a day in your life."

Senior Dan Moonen said that whether or not students are considering a job in the trades after high school, shop class is a valuable experience.

"A lot of seniors already have an idea of what they want to do after high school, so some

of us find this a better use of our time than taking something like an extra math course," Moonen said. "It's fun to try to create something rather than turning in paper homework. Am I going to go to work building trailers? Probably not. Did I enjoy learning welding and actually making something as big as a trailer? Yeah. Not everybody coming into this class wants to be in manufacturing."

### Building the trailer

Instructor Joe Finn said that while the welding and Advanced Metals course is not new, this year is the first in nearly a decade that a significant number of students have signed up.

This is also the first year that students in the class have constructed a trailer. They purchased a kit of materials, including the wheels and axles, for \$1,200, and took about seven weeks to put it together.

"It's not just construction. You have to have a little creativity," said Moonen. "Every now and then somebody had a better idea than what the plans showed or what we had thought of before. That made the trailer what it is now."

The trailer is rated to carry 3,500 pounds and was sold shortly after construction finished.

"It's good for them to get real-life applications," said Finn, adding that he often hears people say they wish they would have had more hands-on skills coming out of school. "They can say they made something."

While all the students participated in one form or another, some who excelled in certain areas took on primary roles when needed. Senior Tanner Glasrud, for example, handled much of the wire-feed welding.

"I work construction over the summer so I know some of this stuff, but I didn't realize how much I would like welding until I actually did it," he said. "At the start I wasn't very good, but I would call myself a pretty good welder now."

Schansberg took the lead in attaching the decking, and said he enjoyed the process overall.

"A lot of us have never wired lights or that kind of thing before, but we're figuring it out as we go. We've been able to adapt," he said. "I think we did a really good job."

Glasrud said the project has given students the confidence and problem-solving skills needed to pursue projects on their own initiative.

"It kind of gives you a sense that you can do this by yourself at home," he said. "That's what we basically did. We looked at plans and built it. I guess it shows us that you can accomplish anything you put your mind to."

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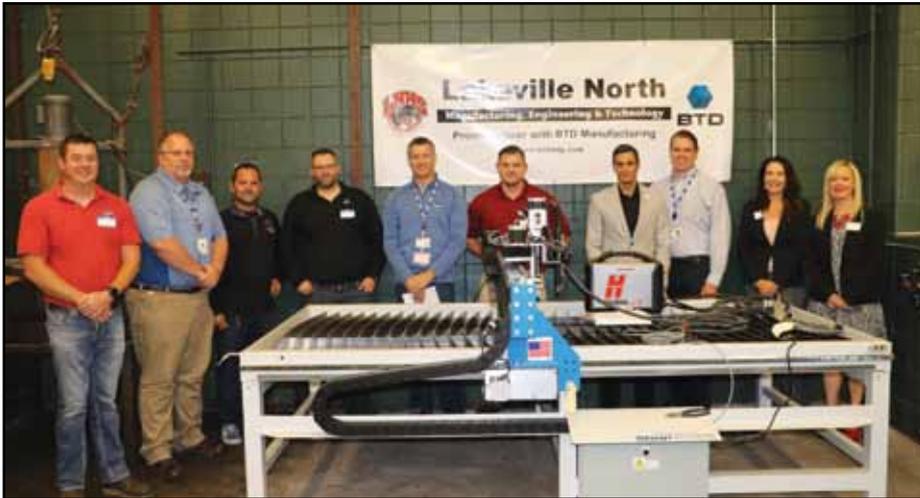


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# Revitalizing Manufacturing and Engineering at LNHS



## Lakeville Area Public Schools

Lakeville North High School's STEM Manufacturing and Engineering pathway is getting needed support, thanks to a partnership with a local company.

BTD Manufacturing's contribution of \$25,000 allowed Lakeville North has been able to purchase a new plasma cutter, said Holly Standke, one of four deans of students at LNHS.

The contribution came after the school reached out to the Airlake Industrial Park business last year to see how the school and

business might be able to partner to rebuild and redesign the school's manufacturing and engineering pathway, Standke said.

BTD, which stands for Bismarck Tool and Die, acquired the former Performance Tool and Die, has been in Lakeville since 2005.

"BTD has gone above and beyond to help LNHS rebuild," Standke said. "They have provided advice based on current industry trends, financial support and equipment repair."

That in turn is having a positive impact on students in the program.

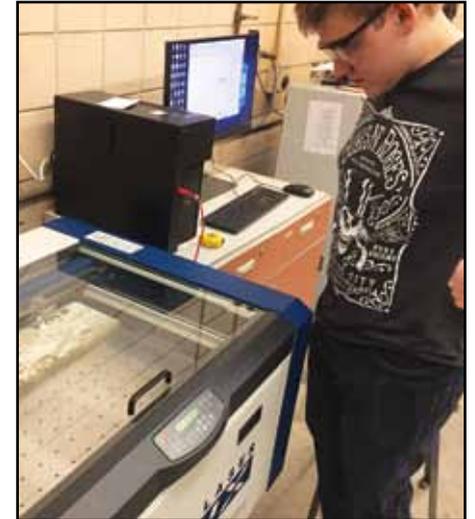
"We're trying to transform the traditional metals area into a manufacturing engineering technology center. My goal here as the new instructor is to revamp, revise and create pathways for as many students as I can," said Kevin Baas, industrial technology teacher. "Our biggest challenge right now is to remodel this whole area, get this place up to speed where we want it."

That takes money, time and partnership, Baas said, thanking BTD for the company's investment of all three factors. The plasma cutter will enable students to design, cut and weld parts, and the tool was on Baas' wish list.

"We're trying to build a high school lab that represents the real world, so kids who can come into these programs understand what it's like to work in these applications," said Paul Gintner, president of BTD. "I think this is one step of that."

Gintner said he hopes it's the start of a partnership that eventually will offer students opportunities to learn in BTD's plants.

"As an educational system, we have to pay attention to workforce trends," Standke said. "Industry is telling us there is a shortage of workers in the manufacturing/engineering field. There are jobs with competitive salaries out there. We hope to continue to redesign, rebuild and grow a state-of-the-art program that prepares students for their future. Our



partnership with BTD will ensure the curriculum and equipment aligns with industry standards. They have already gone above and beyond."

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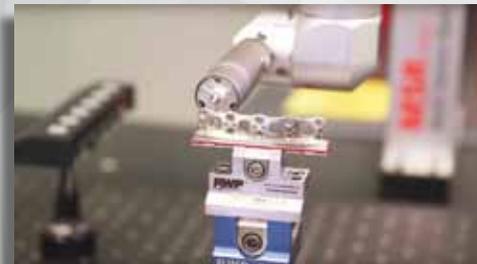
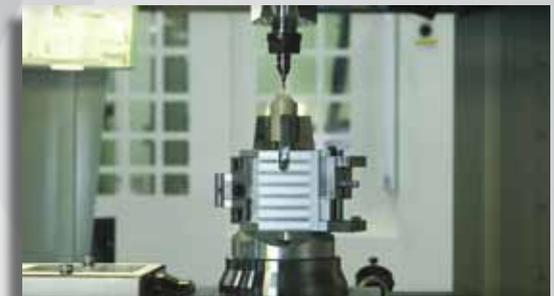
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## TigerPath Academies



Patrick Walsh, Principal  
Hutchinson High School

The ability to generalize learning in unpredictable situations is the hallmark of a well-educated individual. ISD423 is literally building a 21st Century high school around this idea!

Unfortunately, most of this practical reasoning ability is done outside the confines of a formal education. Subsequently, many people rely on the deeply personal experience of being mentored by someone who has valuable skills...usually outside of the school environ-

ment. TigerPath aims to pair students with the most relevant community mentors and experiences to create powerful and personal connections necessary for informed career choices.

We believe that traditional high school classroom experiences are not highly predictive of future workplace success. Just being good at Mathematics is not necessarily good enough for the effective engineering student. Just being good at Science is not necessarily enough for the nursing

student. Excellent classroom experiences need to be coupled with critical hands-on learning opportunities to create the ultimate workforce readiness.

This applies to occupations across the entire workforce spectrum. Ultimately, the ability to communicate and collaborate with others, to solve problems, to think critically and to create in our economy have never been more valuable than today. In fact, these 21st Century skills are nearly essential to the continued edge that the American economy has held for so long. We do this by promoting learning environments where

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**STEP 2:** During their senior year, students participate in on-site internships with Hutchinson manufacturers.

**STEP 3:** Following graduation, interns continue working with their company and/or continue their education.

TigerPath is designed to address the need for a precision, high-tech workforce today.

TigerPath interns train in one or more of the following areas:

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- Advanced Welding I & II
- Machine Tool Operations I & II
- CADD
- Engineering & Design I, II & III
- Electronics I
- Robotics
- Woods I, II & III
- Construction Technology
- Architectural Drafting I & II

these skills are clearly present. This edge is as necessary in Hutchinson as it is in our country.

Over the past five years, Hutchinson High School has been working to build "career academies" that integrate career pathways and hands-on learning into all curricular areas. We have been working on balancing this premise by offering hands-on opportunities for all students. This initiative is called TigerPath Academies. One unique effort that we employed to achieve this was by having a goal to minimize our state

requirements in order to maximize opportunities to develop real-world skills, as well as to create the most personalized academic experience.

As part of this, we screened eight years' worth of recent graduates to find out where their post-high school experiences led them. We divided their occupations into four large, workplace sectors that include STREAM (manufacturing/ technical); Sci HI (healthcare/

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## TigerPath Continued from Page 8

science); Business and Human Services. Each of these sectors employs between 20% and 30% of the workforce, so these are pertinent to our students as any predictor could be.

TigerPath Academies emphasizes hands-on, workforce-based skills courses that begin in the early years of high school. We believe that deep understanding occurs more naturally by learning real concepts and then applying them to increasingly more abstract situations. From the moment a student starts their four-year plan in 8th grade, we are focused on skills gained as a function of their high school education, not outside of it. Current educational practices from middle school through colleges leave a student with a high imbalance of too much theory and little to no practice. We want our students to be gaining workforce skillsets at the same time they are gaining the maturity and experience to make career decisions about those skills. These courses have equal importance for all students, not just as a dumping grounds for those students that are disengaged with the schooling process.

TigerPath Academies emphasizes the existence of a “5th Core” discipline — real world skills and application courses. A line we’ve used from the beginning is that a Manufacturing course has the same value as a core subject, such as Mathematics. We have explicitly created opportunities for students at all grade levels to have similar opportunities to gain entry level into all subjects, including those departments that have historically been “vocational” in nature. Further, we profess that these classes have equal importance for all students, not as a dumping

ground only for those that are disengaged with the schooling process. These early, democratic learning experiences are not tracked by ability level. In fact, these powerful shared learning experiences reward real conceptual understanding over traditional skills such as reading ability.

TigerPath Academies seeks to infuse post-secondary (college) credit in each pathway. We believe that all students are college- and skill-bound and will be frequently going back to school during their working lifetimes. By hosting these gateway experiences to higher learning, we promote the idea that all students are directed towards future success as a student and a productive member of the workforce. These post-secondary experiences are offered through Advanced Placement, PSEO, concurrent and articulated coursework. This coursework leads to two- and four-year degrees, as well as certificated programs, not to mention better preparedness for life. High school is no longer a place where you get ready for post-secondary education, but a place where you begin it.

TigerPath Academies places embedded career internships, work-based learning and apprenticeships in each pathway. We need to have strong community partnerships that allow students, the school and the community to share in their learning. This external focus promotes learning from a widely skilled and eclectic set of expertise rooted in the community. This is a highly untapped resource for the traditional high school. Our students are the most likely people to return to Hutchinson as employees. What connections and skills do we want them to have on



their potential return?

We embrace a robustly supportive educational environment where open space, collaborative furniture arrangements, wireless technologies and flexible meeting areas are the rule, and not the exception. Movement, activity and active communication are aspects that are looked at with favor, and not disdain. We strongly promote instruction that gets students out of the “90 degree” sitting position.

Hutchinson High School is the place where we educate our students; TigerPath is how we educate students. TigerPath is as much a local economic imperative as it is a careers program for high school students. We lead with TigerPath with our 8th graders as incoming students and continue to build on this philosophy as our students travel through high school and beyond. We believe in learning experiences where teachers elicit high engagement through purposeful instruction designed to meet the needs of individuals and/or smaller groups of students. The new

HS building is the product of a changing vision of how formal educational facilities look. Our challenge is to make sure our methods of teaching teenage students is equally transforming.

We are challenged to create these learning environments that address massive, disruptive changes to the way we work, and consequently, the way we learn. Our students need an educational system that will prepare them for jobs that IBM CEO Ginny Rometty recently tabbed as “new collar” jobs—such as virtual reality, artificial intelligence and cybersecurity. To modernize our learning environments, we need to consider the ways in which our institutions and traditions have changed, but also, by the rapid rate that they will continue to do so.

[www.isd423.org](http://www.isd423.org)  
(320) 587-2860



## Youth Skills Training Program Pilot Grant Funding Available

Letters of intent from partnerships interested in applying for YST@DLI grant funding are now being accepted.

### What is YST@DLI?

The Youth Skills Training Program at the Minnesota Department of Labor and Industry (YST@DLI) supports the development and implementation of experiential learning opportunities for students 16 and older. These locally developed programs are implemented in cooperation with employers and schools.

Youth Skills Training programs include paid part-time employment and related classroom instruction. YST programs are approved and monitored by DLI.

### Program highlights

- High-growth, high-demand occupations.
- Local partnerships between employers and schools.
- Related classroom instruction.
- Paid learning opportunities for students 16 and older.

- Safe and meaningful work for youth.
- Program development and support through DLI.
- Grant funding for up to five YST@DLI pilot programs in amounts up to \$100,000.

### Grant timeline

- April 6, 2018: applications open
- May 4, 2018: applications due
- June 8, 2018: grants awarded
- July 1 to Sept. 30, 2018: begin contracts
- Jan. 9 and June 28, 2019: grant reporting due

Questions or comments about YST@DLI? Contact Rich Wessels, project manager, at [Rich.Wessels@state.mn.us](mailto:Rich.Wessels@state.mn.us) or (651) 284-5184.

**Apply here:** [www.dli.mn.gov/APPR/yst.asp](http://www.dli.mn.gov/APPR/yst.asp)

## MPMA Education Foundation Contributes \$30,000 for Scholarships

The Minnesota Precision Manufacturing Association (MPMA) Education Foundation presented Minnesota State with a contribution of \$30,000 on January 23, for scholarships that will be offered to new students entering advanced manufacturing programs at Minnesota State colleges. The contribution will supplement scholarships that are being offered under the Workforce Development Scholarship program beginning Fall, 2018.

Initially funded by a \$1 million appropriation from the 2017 session of the Minnesota Legislature, the Workforce Development Scholarships will be available to new students enrolling at any Minnesota State college in associate degree, diploma, or certificate programs that prepare graduates for careers in high demand sectors including advanced manufacturing, agriculture, health care services, and information technology. Business and industry partners have the opportunity to supplement these scholarships through private contributions -- the MPMA contribution will be used to supplement scholarships offered to students entering advanced manufacturing programs.

“The colleges of Minnesota State play a critical role in developing the skilled workforce that manufacturers in Minnesota need in order to thrive,” said Amy Walstien, Executive Director of the MPMA. “These workforce development scholarships will encourage more students to enter the exciting fields of advanced and precision manufacturing, and the MPMA is pleased to offer our support.”

Students interested in learning more about these scholarships or applying for admission, or employers or associations interested in funding scholarships within specific sectors should contact any of the 30 colleges of Minnesota State.

“Minnesota State delivers the highest value, most affordable higher education option in the state,” said Devinder Malhotra, interim chancellor of Minnesota State. “This very generous contribution from the MPMA will make the Workforce Development Scholarships go even further for our students, and will advance our ability to meet the pressing need for a talented workforce for manufacturers in Minnesota.”

[www.mpma.com](http://www.mpma.com)

## Manufacturing Pathway at White Bear High School



*White Bear Lake Area Schools*

In 2014, Herold Precision and other local manufacturers were approached by Delroy Nyren, the technical education instructor at White Bear High School, about a novel idea: creating a path — beyond traditional technical education and even Project Lead the Way — for students to obtain high-paying, entry-level jobs as soon as they graduate.

The idea was embraced by the industry, school board, and even United Way, which provided a \$250,000 grant to fund new classes, extra staff, and state-of-the-art equipment necessary to get the program off the ground. About a dozen local manufacturers stepped up to serve on the program's advisory board.

“If you have a positive attitude, a good mechanical aptitude, show up for work, and are willing to learn new things, you can start out making \$10 to \$15 an hour in our shop,” said Jim Gaffke with Herold Precision Metals.

Like many shops, Herold is in need of more skilled workers, and he knows that numbers talk.

He held up a small, cylinder-shaped part. “After a few more years of on-the-job training, if you can make a more complex part like this, you can earn double what you started out at. Not many people can make this part because it requires a special skill set. We can teach you that skill set and help you launch a long and rewarding career.”

One of the strongest recommendations from manufacturers was to purchase the same machines found in their own shops. Two Haas machining centers were rolled into the school along with Haas training panels so that students could practice programming.

To complement the new equipment, a new curriculum was developed to mirror working in a manufacturing setting. Two courses were added: Manufacturing & Applied Engineering I and II, covering the fundamentals of print reading, precision measuring instruments, CAD and modeling, bench work, and CNC machining. Career shadow experiences were built into the program to demonstrate how these skills are applied in the industry and how local manufacturing company employees developed their careers.

Additionally, a career navigator, Rich Wessels, was hired specifically to link students to manufacturing careers or training after graduation. With an ear toward manufacturing, he works with students on applications, pre-employment skills, behavioral competencies, scholarships, and other issues, to keep the pathway to manufacturing free and clear of obstacles.

“Our ultimate goal is to raise awareness of the fact that there are fantastic careers in manufacturing,” Wessels said. “From day one, we talk about the variety of careers and opportunities available, whether in engineering, machining, sales, welding, or HR.”

“We have a virtual welder and try to expose students to as many experiences as possible. Earlier in the year, the instructor gave students a plastic gear with broken teeth and told them to reverse engineer it using our



3D printer. We're really trying to provide real-life examples and meet the skill needs of the industry partners we have.” Wessels said

In addition to a solid understanding of the industry, students will be able to graduate with NIMS Level 1 credentials, positioning them for additional training on the job or at a technical college. Program leaders also are working with the Minnesota Department of Labor to develop summer experiences for students as young as 16.

Imagine if every high school had some kind of manufacturing pathway; thousands of students would have a clear and direct route to the industry.

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[www.whitebear.k12.mn.us](http://www.whitebear.k12.mn.us)  
(651) 407-7500



## Vadnais Heights Economic Development Corporation Wins the 2018 Partnership Award from the Economic Development Association of Minnesota

# VHEDC

## Vadnais Heights Economic Development Corporation

Vadnais Heights Economic Development Corporation (VHEDC) received the 2018 Partnership Award from the Economic Development Association of Minnesota (EDAM) earlier this month for its Gen Z Connection: Skills and Careers in Manufacturing program.

The Partnership Award recognizes true cooperation, collaboration, and creativity among individuals, entities, or organizations

to achieve successful economic development projects or initiatives. The award is granted to those who understand that true success is achieved through building and maintaining relationships and partnerships. This award represents a team working together on a specific project or initiative as a collective whole.

The Gen Z Connection: Skills and Careers in Manufacturing program was a col-

laborative partnership between manufacturing businesses, the Vadnais Heights Economic Development Corporation, White Bear Lake Area Schools, Ramsey County and the White Bear Area Education Foundation. The Gen Z Connection program was nearly two years in the making as the partners worked collaboratively over several challenges. The program allows for students to take a hands-on approach to learning about careers in the manufacturing industry. In addition to the educational component, students gained soft skills instruction and had an opportunity to experience different workplace cultures.

“The Gen Z Connection program is a perfect example of how great success can be created when engaged partners and stakeholders come together with a common goal,” says Megan Barnett-Livgard, EDAM President and GREATER MSP Business Retention and Expansion Manager. “The group showed

strength in collaboration and worked together for an impressive outcome that will benefit not only eager students, but the manufacturing industry, as well.”

VHEDC received this award on behalf of the partners of the Gen Z Connections: Careers and Skills in Manufacturing project which provided paid, hands-on learning in manufacturing businesses in the areas. Ling, Becker, VHEDC Executive Director stated upon receiving the award, “We accept this award proudly on behalf of our partners. Without them, this project would not exist.

This award truly represents what it means to be a community.”

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## BHS Students Assist Principal with High-Tech Project for Byrne Elementary



*Burnsville-Eagan-Savage School District 191*

When William Byrne STEM Elementary Principal Lyle Bomsta needed technical support for a project at his school, he turned to three Burnsville High School students.

Fiona Chow, Josh Johnson and Garrett Riedesel are in the Engineering Design and Development Class taught by Orion Patrie. This Project Lead the Way course requires students to work in teams on a real-life project of their choice.

"It's very important for students to have the experience of working for a client other than themselves or me as the teacher," said Patrie. "This gives them perspective on what clients expect and how to work with others on

a professional level. It's real-world experience that prepares them for work and careers."

Bomsta's project is an augmented reality sandbox that his students raised money for last year..

"It's an awesome interactive learning tool for a STEM school to have because it combines science and technology," he said. "It's hands-on learning about water use, erosion, landforms, weather, and concepts like cause and effect, and much more."

Bomsta secured some of the pieces needed for the project including software, projector and camera. Byrne parent Tom Schneider helped to build the sandbox, and the Byrne PTO contributed funds for materials.

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Fiona, Josh, and Garrett's task is to design the most efficient mount for the projector and camera. In addition, they will program the software and calibrate the equipment. There are several factors they must take into consideration such as ensuring the wires will be hidden for safety. There are

also height and width constraints because the sandbox will be mobile and will have to fit through classroom doorways. The team will also have the sandbox "kid-tested" to make sure it can withstand the use it will get.

"We ran into a lot more problems than we had expected," Garrett said. "We had to come up with a better design. It's making me think out of the box which will help me later in my engineering career."

"It's great to have an opportunity in high

school to work on a real-world project that will impact others. And not only do we get to grow

our skills, we will also be giving back to our community," said Fiona, who attended William Byrne Elementary. "Working on this project, I've gotten to improve my teamwork and leadership skills as well as my

technical skills — all which will help me later in my career."

The augmented reality sandbox will be unveiled and launched during an assembly in early 2018.

"It's great to have an opportunity in high school to work on a real-world project that will impact others. And not only do we get to grow our skills, we will also be giving back to our community,"

[www.isd191.org](http://www.isd191.org)  
(952) 707-2000



## BHS Students Put Engineering Skills to Practice Developing New Chromebook Case

*Burnsville-Eagan-Savage School District 191*

A group of design engineering students at Burnsville High School are working to design a new protective case for the Chromebooks that are issued to all students and staff in District 191's secondary schools.

The idea comes after a school wide survey showed that the majority of BHS students are not satisfied with the cases currently issued with the district's Chromebooks. Students have noted that the cases have a tendency to crack easily, failing to protect the Chromebooks.

"Our survey showed that the majority of students want an increase in durability and usability in the cases," said BHS junior Josh Holtzleiter. "Our class hopes to do what we can to address those points and make a solution."

Holtzleiter is one of four BHS students in the design engineering class working on this project, along with Zachary Matthews, Tim Johnson and Raymond Kwong.

"This project and class helps them prepare for the workforce by allowing them to follow the design process from start to finish, collaborate with peers and collaborate with professionals," said BHS engineering teacher Orion Patrie. "I want the students to get a rich learning experience filled with difference challenges, successes and failures."

The group is working together with Acer, the manufacturer of the district-issued Chromebooks, along with District 191's technology department to build a case that is more robust than the existing cases given to students and staff. The project entails coming up with the problem on their own and going through both digital and physical sketches and modeling to develop a viable solution to the problem.

The group is expecting this project to go through most of the school year, and they hope to build a prototype of their solution within the next few months.



"They're practicing the skills and gaining the knowledge that they'll need in the future if they pursue careers in engineering," Patrie said.

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## What's life like for children with a learning disability?

### Find out by seeing . . . **Through Your Child's Eyes**



It's one thing to read about learning and attention issues. It's another thing to see them through your child's eyes. Experience firsthand how frustrating it is when your hand won't write what your brain is telling it to. Or how hard it is to complete a simple task when you have trouble focusing. Use these unique simulations and videos to better understand your child's world.

Through your Child's Eyes is a project of [Understood.org](http://Understood.org). With our interactive web resource, see what it's like for children to experience learning and attention issues.

Our simulations are designed to help you understand your child's day-to-day experience. Every child's experience is unique, but Through Your Child's Eyes can give you valuable new insights into what it's like to have learning and attention issues.

### Children's Stories

Want to hear kids talk about what it feels like to have learning and attention issues? Children from all grade levels share their personal stories in a series of short videos.



### Simulations

Check out several game-like experiences to help you see why learning and attention issues can be so frustrating.

**Reading Issues:** Kids with reading issues often mix up the letters and words they're trying to identify. They have to work hard to sort out the confusion.



**Writing Issues:** Writing can be difficult for some kids, no matter how hard they try. What does it feel like when your hand won't write what your brain is telling it to write.



**Attention Issues:** Why do some kids have so much trouble staying focused? Try out a game that should give you a sense of what it feels like to have attention issues.



**Math Issues:** Why is it so hard for some kids to work with numbers? See what it feels like when you have to rely on memory instead of a solid understanding of math.



**Organization Issues:** We can all be a little disorganized at times. But how does it feel to be a child or teen who has trouble planning and prioritizing?



See all these interactive tools and more at: [www.understood.org/en/tools/through-your-childs-eyes](http://www.understood.org/en/tools/through-your-childs-eyes)

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# Countryside Teacher Honored for Work With Deaf/Hard of Hearing Students



Edina Public Schools

Hawley Mathieson, a districtwide teacher for students who are deaf or hard of hearing (DHH), has been honored by Minnesota Hands & Voices for going “above and beyond” and for her impact on learners. She was presented a High Five Award at a special second grade gathering at Countryside Elementary School

on Oct. 16.

This is Mathieson’s 15th year as a DHH teacher, her second year with Edina Public Schools (EPS). Her students this year are all around the district, including the Early Learning Center; Highlands, Cornelia, Normandale, and Countryside elementary schools; and South View Middle School. It was the parents



of Countryside second grader, Harper Christopherson, who nominated Mathieson for the award, writing a 200-word essay on how her dedication has made a difference in their daughter’s life.

They noted that in addition to leading IEP team meetings, Mathieson also organizes teleconferences, attends parent-teacher conferences, and helps resolve equipment challenges by collaborating with the school audiologist. In their nomination, the Christophersons said that Hawley’s theme, “Be the boss of your hearing loss,” along with her “energy, positivity and communication techniques have engaged our daughter in her own hearing loss, building her confidence in a way we couldn’t have imagined.”

Mathieson, who holds a bachelor’s degree in linguistics from the University of Oregon and a master’s in deaf education from Western Oregon University, introduced Harper to the book *El Deaf* by Cece Bell, a story about

growing up hearing impaired. According to the Christophersons, Mathieson and Harper read the book each week, using it to talk about situations and feelings, which in turn has “opened up an entirely new line of productive communication at home.”

The Christopherson’s essay states, “We can say with certainty that she has made the difference not just in the course of our daughter’s education path but also in the social and emotional complexities that come with being a deaf child.”

[www.edinaschools.org](http://www.edinaschools.org)  
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# How to Find the Right Special Needs Summer Camp

Summer may be months and months away, but with so many camp options for kids, and so many factors involved in making a decision, it's smart to start making plans sooner rather than later. This is especially true when it comes to summer programs for special needs children. Finding the right match for your child can be a daunting task, but here are some important things to consider.

## Objectives

What do you want your child to gain from their summer experience? Are you looking for a fun, social program or a therapy-based curriculum that will help your child gain or maintain skills? Would they do best among children with similar challenges, or would you like them "mainstreamed" with typically developing peers?

If you decide on a program for typical kids, is the camp willing to work with you on providing the support your child may need for behavioral, communication or sensory challenges? What motivates your child, and is the program able to supply it? The bottom line is finding the right fit for a successful experience.

## Structure

Another consideration is the organization of the camp. What types of activities will your child be engaging in — movement,

table top, circle time? Is there a set schedule? Many children with challenges benefit from having a structured, predictable routine.

## Logistics

Where is the camp located and in what type of environment is it set? How many hours/days will your child attend, and can your child handle being in the particular setting for that amount of time? What is the cost and are there opportunities for scholarships? Note that many programs require application months in advance. In addition start looking for scholarships or grants.

## Camp staff

Who is in charge of the program and what is their philosophy? Do they provide specific goals for the children? What is the turnover rate among employees? What are the qualifications of the staff and volunteers who will be with your child? Is ongoing training provided to staff?

## Medical issues

Is the staff trained to handle any medical concerns your child may have? Is the environment friendly to your child's diet restrictions?

Lots to think about, right? Although a



long list of questions can be overwhelming, carefully considering each topic will organize your thoughts and help you to realize what's most important as you make the final decision.

*Reprinted from a larger article — friendshipcircle.org*

To read the full article go to [www.friendshipcircle.org/blog/2017/03/14/7-resources-on-finding-a-summer-camp-for-your-child-with-special-needs](http://www.friendshipcircle.org/blog/2017/03/14/7-resources-on-finding-a-summer-camp-for-your-child-with-special-needs)

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# A Near-Record 167 Teachers Are Candidates for Minnesota Teacher of the Year

The 2018 Minnesota Teacher of the Year will be chosen from a field of 167 candidates. These candidates have accepted their nominations and completed the required materials to become eligible for the honor. The number of candidates this year is the third-most in the 54-year history of the award, and the most since 1981.

This year's program will name the 54th Minnesota Teacher of the Year, celebrating the tradition of excellence in teaching in Minnesota. Candidates include pre-kindergarten through 12th-grade and Adult Basic Education teachers, from public or private schools.

The 2018 Minnesota Teacher of the

Year will be announced Sunday, May 6, at the Radisson Blu Mall of America in Bloomington, Minn. Over the coming weeks, a 25-member panel of community leaders will name a group of semifinalists and finalists.

Organized and underwritten by Education Minnesota, the Minnesota Teacher of the Year program receives support from Education Minnesota ESI, Educators Lifetime Solutions, EFS Advisors, Harvard Club of Minnesota Foundation, McDonald's Restaurants of Minnesota, Radisson Blu Mall of America, SMART Technologies and United Educators Credit Union.



The candidates for 2018 Minnesota Teacher of the Year, listed by their school districts, are:

#### Albert Lea Area Schools

Jacque Sorensen

#### Anoka-Hennepin School District

Cheryl Bailey  
Elizabeth Dorsing  
Shawn Everson  
Rachael Fountain  
Jonathan Kell  
Ashley Topp

#### Austin Public Schools

Arik Anderson

#### Bertha-Hewitt Public Schools

Angie Hurtig

#### Seven Hills Preparatory Academy,

#### Bloomington

Celeste Wiederholt

#### Bloomington Public Schools

Lynn Larson  
Sara Lyons

#### Braham Area Schools

Tracy Fix

#### Caledonia Area Public Schools

Thea Trebelhorn

#### Cambridge Isanti Schools

Alison Uhrhammer  
Julie Wells

#### Cannon Falls Area Schools

Sue Franke-Clarke

#### Centennial Schools

Colleen Salay

#### Central Public Schools

Brad Schultz

#### Cook County Schools

Melissa Oberg

#### Delano Public School District

Marie Techam

#### Duluth Public Schools

Holly Bowen-Bailey  
Jessica Guse  
Kathryn Johnson

Elizabeth Kersting-Peterson

Cindy Upton

#### Eden Prairie Schools

Daniel DeMarce  
Tara Jones

#### Elk River Area Schools

Sara Frater  
Scott Glew  
Kimberly Johnson  
Tina Kryduba  
Tina Ostrom  
Derek Wold

#### Fairmont Area Schools

Erin Meyers

#### Minnesota State Academy for the Deaf,

#### Faribault

Suzette Fuerst

#### Minnesota Correctional Facility-Faribault

Adam Kuehnel

#### Faribault Public Schools

Jackie Demarais  
Janet Smith  
Kaylee Wiens

#### Farmington Area Public Schools

Jenny Marshall

#### Fridley Public Schools

Tim Leistikow

#### Hawley Public Schools

Ben Lofgren

#### Herman-Norcross Community Schools

Jayne Oachs

#### Hibbing Public Schools

Lynn Wilson

#### Hopkins Schools

Lauren Wester

#### Houston Public Schools

Erica Upton-Wurst

#### Howard Lake•Waverly•Winsted Public

#### Schools

Michelle Sperle-Berg

#### Hutchinson Public Schools

Daryl Lundin

#### Intermediate District 287

Pamela Beatty  
Dani Berry  
Melissa Brandenburg  
Erin Doherty

#### Intermediate School District 288

Jody Seurer

#### Intermediate District 916

Stephanie Snow

#### Inver Grove Heights Community Schools

John Dorfner  
Lori Haak  
Stephanie Maybee

#### Kelliher Public Schools

Eric Carlson

#### Kenyon Wanamingo School District

Claire Larson

#### Kittson Central Schools

Kayla Hanson

#### Lakeview Public Schools

Jay Meiners  
Jonathan Gilmer  
Ann Hoffman  
Melissa Mills

#### Mahtomedi Public Schools

Elisabeth Haen  
Kathryn Mackin

#### Mankato Area Public Schools

Sandra Hatlestad

#### Marshall County Central Schools

Diane Waterworth

#### Medford Public Schools

Malia Norton

#### Menahga Public School District 821

Randy Thompson

#### Milaca Public Schools

Shannon Lepper

#### Prodeo Academy, Minneapolis

Ashley Denaway

#### Minneapolis Public Schools

Courtney Bell  
Kathleen Horner  
Alyssa Kuhlman

Jane Mason

Susan McNaughton

#### Minneota Public Schools

Nicolle Johnston  
Karen Dalager

#### Moorhead Area Public Schools

Michael Benson

#### Moose Lake Community Schools

Charlie Borak  
Rebecca Jackson

#### Mora Public Schools

Jacquelyn Stevens

#### Morris Area Schools

Shana Ulrich

#### Mounds View Public Schools

Kari Eloranta  
Jake Hairrell  
Claudia Powers  
Bill Sucha

#### North Branch Area Public Schools

Lynne Wilzbacher

#### North St. Paul-Maplewood-Oakdale Public Schools

Peg Sorenson  
Pamela Ledermann  
Shaylee McComb

#### Northfield Public Schools

Kim Slegers

#### Osseo Area Schools

Debra Amelse  
Jessica Carr  
Rich Johnston  
Ann Kozarek  
Jaquinetta Mitchell  
Jennifer Paulson  
Lisa Thompson

#### Kaleidoscope Charter School, Otsego

Renee Suess

#### Owatonna Public Schools

Amanda Gislason

#### Pierz Public Schools

Mary Jo Schaefer



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## Moorhead Teacher of the Year Encourages Students to be Lifelong Learners



### Moorhead Area Public Schools

Michael Benson, eighth-grade social studies teacher at Horizon Middle School East Campus, wants to be a positive role model for students.

“I try to do everything I can to help students succeed, feel wanted and give them every opportunity to feel important,” Benson said. “I want their experience at Horizon to be one they will remember as a positive turning point in their life. I want every student to know someone cared about them.”

Benson, who has been a teacher in the district since 2000, has been named the 2018 Moorhead Teacher of the Year. He taught

Title I math and reading at Thomas Edison Elementary before becoming a social studies teacher first at Moorhead Junior High and now at Horizon Middle School. Prior to that he worked in the district as a paraprofessional, in-school suspension supervisor and substitute.

According to Jeremy Larson, principal of Horizon East, Benson always has the students’ best interest in every decision he makes.

“Each year he seems to modify his environment and classroom to meet the needs of the students of that year,” Larson said. “He works to make a connection with all of his students to ensure that they know he cares about not just their academics but also their well-

being.”

The Education Moorhead Communications Committee, which selected Benson as the 2018 Moorhead Teacher of the Year, acknowledged his qualities as a teacher.

“Mr. Benson has many wonderful qualities that make him one of Moorhead’s top teachers: hard-working, compassionate, dedicated, supportive, and constantly displaying a positive attitude. Mike Benson is a student-centered teacher and builds relationships with students, colleagues and staff of Moorhead School District that promote the love of lifelong learning,” the committee said in a statement.

Benson also has served on the building leadership team and has coordinated various activities over the years, including the early years of after-school programming at Moorhead Junior High. He is in his third year as social studies department chair at Horizon and has been a co-coordinator of the Geography Bee for four years.

Additionally, Benson has spent hours creating a career and college environment on the eighth-grade floor at Horizon East.

“He helped create the college information area for students to review, and he hung up numerous college pennants for students to see all the many options that they could choose for a post-secondary education,” Larson said.

Benson’s three big influences to become a teacher were his fourth-grade teacher Mr. Houge, his grandmother and his wife.

Benson moved to Fergus Falls, Minn., in the middle of fourth grade.

“Mr. Houge always made sure to include me in anything the class was doing and gave me my interest in aquariums and reading,” he said.

His grandmother, who loved school, had to quit school in eighth grade because she was the oldest and had to help on the farm.

“She always taught me to thirst for knowledge and be the best person I can be,” Benson said.

Benson credits his wife for giving him the opportunity to go to college.

“She gave me that opportunity, and I am forever grateful to her for allowing my dream to come true,” he said.

Benson said he appreciated teachers who let students get to know them, who truly wanted to know students, and who wanted to see students succeed.

“I also enjoyed teachers who were positive, greeted you in the morning, and who really enjoyed their jobs,” he said. “I am eternally grateful to the teachers who went out of the way to help students, whether it was staying late to help them with homework or including students who were new, not popular,



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## Cuyuna Range Elementary Named Inaugural 2018 Stem Innovation Award Winner



Cuyuna Range Elementary School (CRES), located in Crosby, MN and a member of Crosby-Ironton School District 182 has been named the winner of the inaugural 2018 STEM Innovation Award. Principal Kurt Becker applied for the award on behalf of Cuyuna Range Elementary School.

The STEM Innovation Award is presented in partnership between the Minnesota Elementary School Principals' Association (MESPA) and the Science Museum of Minnesota. The new award gives principals the opportunity to share innovative programs and/or projects in their schools. An "innovation database," created from entries for the award, will be made available to MESPA members, helping schools across the state replicate their colleagues' successes.

In reviewing applications for this year's recipient, the award committee comprised of representatives from MESPA and the Science Museum looked for evidence of the impact on the school community, the replicability of the project, the project's inclusivity and support of diversity, and the project's sustainability and potential for growth. There were nine impressive applications for this year's inaugural award,

showing the breadth and depth of innovation in STEM (Science, Technology, Engineering, and Mathematics) taking place in schools all across Minnesota.

Cuyuna Range Elementary School's winning STEM Innovation project is a two-pronged program that includes a "Tech & Innovation" class as part of their specials rotation as well as an afterschool and summer program called "Bright Futures".

"The old saying goes something like this," Principal Kurt Becker wrote in his application; "If you give a person a fish, they'll eat for a day. If you teach a person to fish, they'll eat for a lifetime." The question is, 'What's the best way to teach someone to fish?' At Cuyuna Range Elementary School in Crosby, we believe the best way would be to put a fishing pole in the person's hand, take them to the lake, teach them some basics, and allow them to use a growth mindset to develop their own fishing skills. It is this philosophy that is at the heart of our STEAM program at CRES."

"We started our STEAM initiative when we recognized the need to supplement our core classroom instruction with programming that

would help students foster their skills in communication, collaboration, problem solving, critical thinking, and perseverance; the skills employers will be looking for. Our STEAM program began back in the winter of 2014 with a 4-week after-school engineering class that drew a grand total of 7 students. Even though the turnout was less than great, we knew we were on to something big. Since that time, our STEAM program has grown exponentially to now include all 535 K-6 students during the school day, and well over 100 students in our after-school and summer programs."

CRES has been able to see the impact their program has even in something like which books are being checked out from the library. Since the program debuted, they have seen the number of books checked out pertaining to STEM careers and topics drastically increase.

"One bit of anecdotal data that has stuck with us involves a former student who was in 6th grade when the program started, and has since moved on to the junior high. While in sixth grade, this student took an interest in CAD (computer-aided design) designing and 3D printing. Any chance he had, he was in the Creative Café designing and printing. This was a student who struggled in the traditional classroom. His grades were not reflecting his ability, and he really had little interest in traditional schooling. However, the STEAM program made coming to

school much more appealing to him. One day, he approached Ms. Larsen, the Tech & Innovation teacher, and said he now knew what he wanted to do with his life. He told her he wanted to become a biomedical engineer. Ms. Larsen talked to him about his dream, and how he could make it come true. She addressed the need for him to make sure that he is working hard in the core subjects as well. He found a new purpose to schooling. This happened two years ago. This past year, Ms. Larsen happened to run into this same student at the junior high. He asked her if he could send her the plans for an item and wondered if she could print it on the 3D printer for him. It turns out that he had invented something and was seeking to get a patent on it. In order for that to happen, he needed a prototype, and Ms. Larsen was more than happy to print that prototype for him. Without our STEAM initiative, none of this would have happened."

Principal Kurt Becker was recognized at the MESPA Institute awards banquet – The MESPYS – in Bloomington, MN on February 8, 2018.

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# 167 Teachers Are Candidates for MN Teacher of the Year

Continued from Page 16

## Pipestone Area Schools

Deb Anderson  
Amy Lorang  
Wendi Weber

## Princeton Public Schools

Desirae Jensen  
Alex Murkve

## Proctor Public Schools

Leah Gagne

## Randolph ISD 195

Marissa Knapp

## Red Wing Public Schools

Sheena Tisland

## Robbinsdale Area Schools

Colleen Crossley  
Melissa Davey  
Patricia Peuschold

## Rochester Arts and Sciences Academy,

### Rochester

Amanda Harmon

## Rochester Public Schools

Sarah Ryan

## Roseau Community Schools

Sue Vatnsdal

## Rosemount-Apple Valley-Eagan

### Independent School District

Andrew Bocchi

Joseph Christman

## Roseville Area Schools

Patrick Moriarty  
Greg Ueland

## Round Lake/Brewster School District

Trysten Olson

## Saint Paul Public Schools

Ethan Cherin  
Soraya Folley  
Joe Gwin  
Laurie Halvorson  
Jenna Harrison  
Justin Hudalla  
Molly Keenan  
Shirley Land  
Mark Mueller  
Brandi Pottle  
Jeanie Swenson

## High School for the Recording Arts, Saint

### Paul

Renee Swanson

## Metro Deaf School, Saint Paul

Sara Windschitl

## Sauk Rapids-Rice Public Schools

Adam Johnson

## Shakopee Public Schools

Kelly Austin-Hansen



Karen Hislop  
Kelly Holstine  
Monica Schmit  
Jennifer Tabios  
Jacob Toufar

## South Koochiching-Rainy River District

Lois Lewis  
Jim Schneider

## Spring Lake Park Schools

Angela Clement

## St. Anthony-New Brighton School District

Gregory Truso

## St. Cloud Area School District

Jean Michael

## St. Louis Park Public Schools

Kathryn Oberg

## Triton Public Schools

Shane Van Beek

## Underwood School District #550

Kelly Arneson  
Breck Grove

## Wabasso Public Schools

Cody Kittelson

## Waconia Public Schools

David Aeling,

Heather Anton  
Alyssa Larsen

## Wadena-Deer Creek Schools

Holly Becker

## Warroad Public Schools

Katrina Reeves

## Wayzata Public Schools

Rebecca Kittelson

## Westonka Public Schools

June Heather Carver

Kim Collins  
Jennifer Naslund  
Lisa Paul  
Katie Rutledge

## White Bear Lake Area Schools

Angela Bianco  
Nick Marty

## Winona Area Public Schools

Amber Mlynczak

Source: [www.educationminnesota.org/news/media-resources/news-releases/A-near-record-167-teachers-are-candidates-for-Minn](http://www.educationminnesota.org/news/media-resources/news-releases/A-near-record-167-teachers-are-candidates-for-Minn)

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## Moorhead Teacher of the Year

Continued from Page 18

or shy in activities they would enjoy.”

Benson hopes he can be just as good a teacher and help students to be lifelong learners and people of good character.

“I want them to want to stretch their imaginations past just what they hear,” he said. “I want them to know why things are the way they are and to try to make them better. I want students to be positive leaders, who control their lives, not being controlled by others or by substance abuse. I love it when I see students involved in our community with acts of kindness and caring.”

Benson said his main message to eighth-graders is: “You are the one who is in control of you through your choices. Do not let anyone else make those choices for you. Only you can define you, so be the best you that you can be.”

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MSU-Mankato: June 18–20

#### St. Cloud Day Camp\*

SCTCC: June 18–20

#### Cloquet Residential Camp

Fond du lac Tribal Com. College: June 20–22

#### Winona Residential Camp

Winona State University: June 24–29

#### Moorhead Residential Camp

MSU-Moorhead: July 8–13

#### Metro Day Camp

Augsburg University: July 9–13

#### St. Paul Day Camp

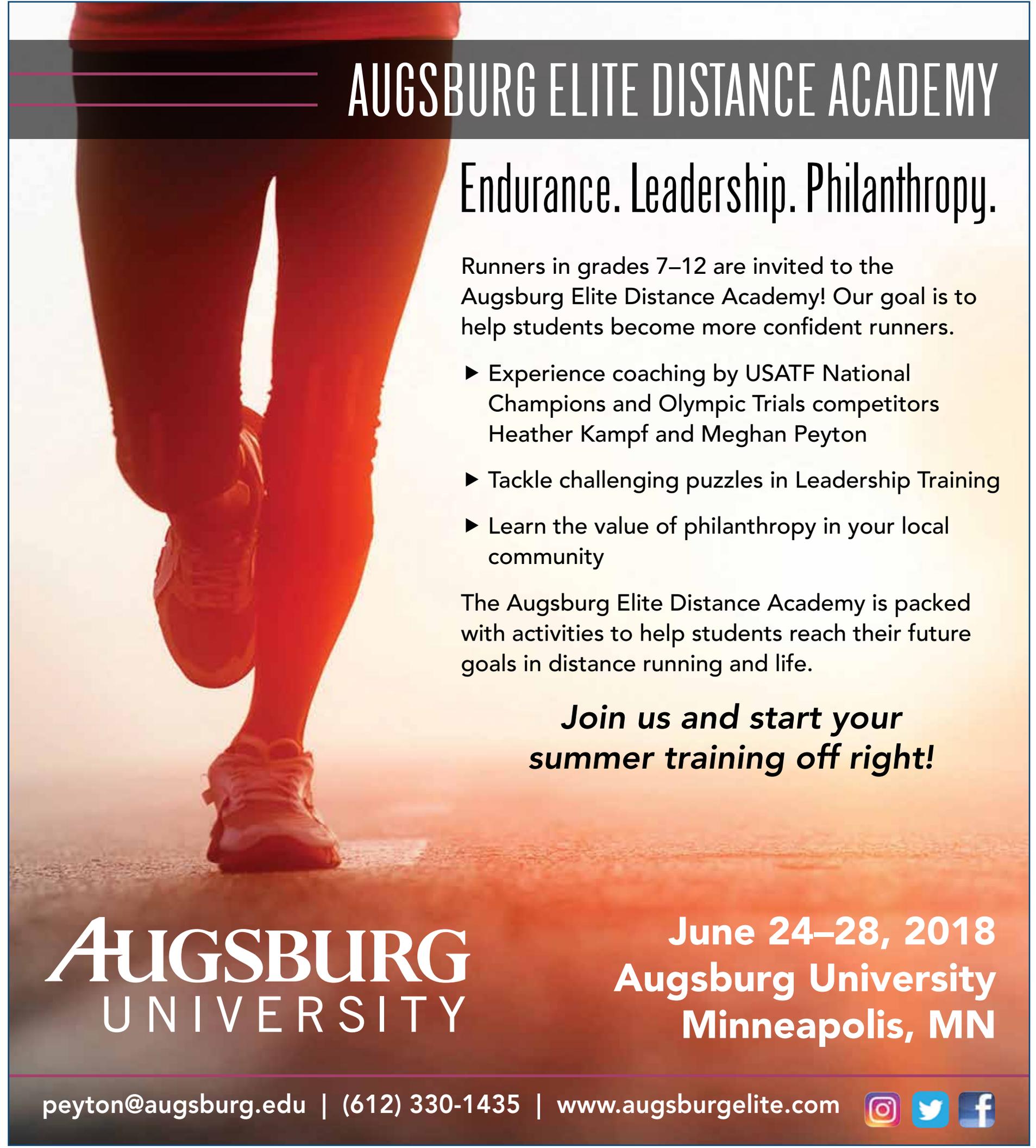
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*— Mary Rothchild, senior system director for workforce development for the Minnesota State Colleges & Universities system*

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