

State Superintendent's Standards Review Council

March 22, 2018

Department of Public Instruction, Room P41

Madison, Wisconsin

Present Standards Review Council Members	Absent
<ul style="list-style-type: none">● Mike Beighley● Kim Brown● Jill Gaskell● Anne Heck● Jenni Hofschulte● John Johnson● Dean Kaminski● Howard Kruschke● Sen. Chris Larson● Heather Mielke● Carrie Morgan● Connie Valenza● Lisa Sanderfoot● Desiree Pointer-Mace	<ul style="list-style-type: none">● Barbara Bales● Rep. Dave Considine● Sen. Luther Olsen● Desiree Pointer-Mace● Chris Reader● Rep. Jeremy Thiesfeldt<ul style="list-style-type: none">○ Legislative Staff, Hariah Hutkowski, from his office attended the meeting

9:00 am - Welcome and overview of process for writing draft academic standards

- John W. Johnson, PhD, DPI

9:10 am - Presentation on draft of academic standards in Essential Elements: Science

- Presenters
 - Dave Bergerson, Wisconsin Rapids Public Schools
 - Iris Jacobson, DPI (recently Oshkosh Area School District)
- US Dept. of Education requires that we have standards for students with the most significant cognitive disabilities
 - This is done for Math and ELA as well
 - New assessment (DLM) for this group led to a stakeholder process two years ago.

- Renewed feedback six months ago, received lots both through the official form and informal discussions/comments
 - Primary feedback was request for PD - many teachers are not familiar with the Essential Elements
 - Good feedback that this is the right philosophical approach
 - Unanimously, stakeholders wanted to continue in the Essential Elements process
 - Important to connect them with our new Science standards
- Writing Committee worked to determine useful implementation tools
- Overview provided of the Student Baseline and Post-Instruction Checklist and how they work for Essential Elements: Science
 - Some examples are provided, though never curriculum
- Next steps: clean up baseline checklists, expand beyond life science, get them out and available to teachers. Aiming for summer.
- Since the standards were already aligned and only two years old, the committee could think a bit differently for Essential Elements: Science.
 - Reminder: this committee has recommended that no changes were needed
- For formal recommendation, State Superintendent doesn't necessarily need to approve this since it hasn't changed. So this group can provide a statement of approval.

9:25 am - Discussion of the academic standards in Essential Elements: Science and Council's recommendation to the State Superintendent regarding their adoption

- Request for a copy of the checklist for the Review Council - seems like a more readable format
 - Based on formats from ELA and Math
- Special Education is 12.6% of all students. These Essential Elements are just 1% of all students. Usually being taught in one on one cases, based identification as having special educational needs.
 - So this work may be useful for special ed teachers, but especially for those one on one cases.
- Easy to mainstream kids into certain areas (music), very different for other areas like biology. Getting regular teachers to understand accommodations and needs is very useful.
- Philosophy of presuming competence - teachers can't always identify what students can know/do, particularly when there are communication challenges. So we want to provide access and meaningful content/academic opportunities.
 - Goal of erring on the side of providing access.
 - Ultimately, it's an IEP team decision on what's best for each individual student.
- Good timing, helpful setup. Fits well with what many schools are doing now.
- Are the standards complete?
 - Yes - the writing committee focused on standard applications instead.

- Previously, recommendation that no changes were needed. But since the writing committee was already convened, they advanced the work in this way.
 - No action needed from the State Superintendent.
- The trick is for districts to understand that this is just for 1% of all students, we have high expectations for all our kids.
- Consensus to recommend continuing with the current Essential Elements: Science, and revisiting in 6.5 years?
 - Yes
- Thanks to the Writing Committee for fine work.

9:40 am - Presentation on draft of revised academic standards in Social Studies

- Presenters (one person from each strand):
 - Che Kearby, Co-Lead Writer, Kenosha Unified School District
 - E-Ben Grisby, Green Bay Area School District
 - David Olson, Madison Metropolitan School District
 - Kevin Podeweltz, D.C. Everest Area Schools
 - Andy Riechers, Belmont Community School District
 - Michelle Wade, Milwaukee Public Schools
 - Kris McDaniel, Social Studies Consultant, DPI
- Signed letter of support passed around for the revised Social Studies standards
- Need for Revision
 - 87% of respondents on the Fall 2018 needs survey stated updates were “important” or “very important”
 - Most feedback from classroom teachers
 - WI at risk of falling farther behind on Social Studies
- Large, broad group in writing committee
- Working Groups
 - Kept the five previous strands and added Inquiry
 - Inquiry - meant to be an umbrella over all the standards/strands
 - Lots of support for Inquiry being added and tying it in with the individual strand
 - Inquiry is the foundation of social studies: asking questions, evaluating, critical thinking
 - Each group tasked with reviewing the existing WI Model Academic Standards as well as other states’ work
 - Met in November to discuss purpose/charge. After the initial meeting small group work began.
 - Rough draft for internal and targeted external review by mid-December. Provided feedback on the other strands. Shared with education organizations (e.g. State Historical Society).

- Virtual meetings to refine standards and respond to feedback
 - Met in March to work on final draft. Went through every single public comment to see if any changes were needed. Evaluated whether the standards were germane to the scope
 - E.g. things about which grade what should be taught is a local control issue, outside of scope
- Goal of civic-minded, community involved, questioning adults
- Social studies is a hands on opportunity, no longer a sit and get subject
 - Students will have access to information in ways we can't predict. So teach them to evaluate. Learn how to think. Evaluation was a key piece of the feedback.
- Wisconsin Council for the Social Studies (WCSS)
 - Strongly supports the revised standards and the emphasis on critical thinking
 - Important that students be college and career ready with skills for modern society
 - Goal to show the subject's relevance and meaning to gain student interest

10:10 am - Discussion of the revised academic standards in Social Studies and Council's recommendation to the State Superintendent regarding their adoption

- Question: Fabulous work but what about an emphasis on solving problems?
 - Action lines up with curricular decisions, to decide how to move from evaluation/analysis to production and action. This is a local control step, beyond what the standards provide.
 - For example, in Political Science: Create and evaluate solutions to increase voter registration.
 - The fifth process is Be Civically Engaged. Take Action was thought to be too vague.
- Appreciation stated on the community feedback and hearing how that was applied. Would like to see that from future subject areas as well.
- Appreciation stated on the inquiry and best practices.
- Comment that Rep. Thiesfeldt hopes to arrive
 - Question about page 11 - personal identity and empathy - is this a new standard?
 - Psychology, anthropology, and sociology were mixed in the past. Now they're split out. They do read differently but are not new, they are based on and influenced by the APA's national psychology standards and by what's being done in WI schools.
 - Breaking out the psychology standards is becoming more common with states. Behavioral psychology is more unique, probably at most 10 states. WI has always been a frontrunner in that.
 - Also looked at in Iowa's standards for similar verbiage, but made changes as necessary.

- Question in Political Science: sees America described as a “democratic society” but not “representative republic”. Is that in the curriculum or could that be more targeted in the standards?
 - The notion of a representative republic is captured in PS1A: values of American Constitutional Democracy principals. Inalienable right, idea of citizenship, constitutionalism... origins and foundations of government.
 - Learning about origins and foundations of government includes that the US is a representative democracy and republic.
 - PS3 - linkages of institutions, power in government - a clear curricular connection.
 - PS1A: differentiates between majority rule and minority rights.
 - Also covered: election process, parties, function of government, US Constitution, Bill of Rights, etc.
 - Question on PS1A: function of Democratic Republic - should that be “Representative”?
 - “Democratic Republic” and “Representative Republic” are often synonymous, for example there are multiple uses of both in the Federalist Papers
 - Johnson asks the council members if they wish to continue parsing out the two words on page 31.
 - Members have general agreement that is not the purpose of the council.
 -
 - This is a great example of Social Studies: students following the standards should be able to answer this type of question. Not what to think, but how to.
 - Council support for the words as written.
- Comments that teachers are excited and that this is a big improvement.
- Consensus achieved
 - Anyone think there should be rewrites?
 - No

10:50 am - Presentation on draft of revised academic standards in Environmental Literacy and Sustainability

- Presenters:
 - Dr. Becca Franzen, UW-Stevens Point
 - Peter Michaud, New Berlin School District
 - Loren Wolfe, Board President, Arcadia School District
 - Victoria Rydberg, Environmental Education Consultant, DPI
- Standards last written in 1998

- Why new standards?
 - Overwhelming response to update: 97% responded “important” or “very important” to revise.
 - Goals for students:
 - 1) understand their sense of place and where they come from and how that affects it.
 - 2) to learn how to explore systems and structures.
 - Emphasis on systems - how the environment impacts us and vice-versa
 - 3) engagement skills - Constructive, positive future citizens.
 - Field experiences, healthy lifestyles, outdoors, research based, field-based, effective assessment. Understand, analyze and address challenges.
- Explanation of work on dairy farm and how students visit (~3 times per year) and are educated on sustainability now and in the future.
 - Sustainability means a variety of things - on the farm they have set out to provide a good life for farmers and workers, produce food for others, and take care of the land.
 - Composting and potting soil important to farms and they sell to seven or eight states. Irrigate the lagoon and distribute that on the soil, and consequently they don't need to purchase any fertilizer. This natural cycle good for the land, good for the food, and good economically.
- Members from each CESA invited on the committee. People from every part of the state - very diverse, passionate group.
 - These standards have a big impact on rural districts in particular.
- Guiding principles:
 - Interdisciplinary subject (social studies + science + health)
 - Therefore not equivalent to Environmental Science
 - Systems Thinking Approach
 - Was not well supported in the old standards.
 - Critical thinking and problem solving are important - this helps address those.
 - Accessible for Any Educator - diverse writing team to ensure this
 - Move Beyond Repeating Standards
 - Highlights how these add to other content areas when integrated.
- Targeted Review was a challenge - shrunk the document considerably.
 - Now down to three strands (Connect, Explore, Engage), six big ideas, seven standards
- Public Review - valuable outside feedback. Lots of affirmations, positive comments, useful feedback.
- Letters of support from: Wisconsin Center for Environmental Education, Wisconsin Green Schools Network, Wisconsin Wildlife Federation, Wisconsin Association for Environmental Education

11:20 am - Discussion of the revised academic standards in Environmental Literacy and Sustainability and Council's recommendation to the State Superintendent regarding their adoption

- Elaborate on the relationship between these and other content areas?
 - Will provide resources this summer that show where the subjects can support each other.
 - Used to be Environmental Education - the rename helps show the interdisciplinary nature, what this adds to different content areas.
 - You can go through Science, Social Studies, Agriculture courses, etc., and not get any environmental skills/ knowledge. These fill that gap.
 - New standards make it easier for teachers to include this content, get more involved.
- So the intention is to have teachers in lots of areas use these?
 - Correct.
- Comments approving of how these show progression, the ease to incorporate into any class, and how these support Academic Career Planning.
- Suggestion: create a matrix to show how these infuse into other disciplines.
 - That type of matrix is already on the to-do list for summer.
- How do we put this out there to make sure different subject areas use this?
 - A crosswalk with integrated links, integrating problem solving and critical thinking
 - These standards help justify great projects, which is motivating for teachers.
 - Have gotten feedback that teachers would like help on what to cover, these standards help guide that
 - Students enjoy getting out of the classroom
 - Suggestions/agreement:
 - Crosswalks and examples are helpful for smaller schools. Show also where it fits in with what they're already doing. Have it online and easily available.
 - Important to show how it applies to urban districts as well.
 - All teachers in WI should be exposed to Environmental Ed in their preservice programs.
 - The parallels with entrepreneurship and innovation are well done.
 - Approval for getting kids involved and into the broader world.
 - Ties to reading/writing and math are important, especially in elementary, because of the alarming trend of other areas getting cut back.
 - With the change in licensing rules, these literacy standards cross disciplines which allows more mechanisms for elevating cross-disciplinary learning
- Consensus to adopt?
 - Yes

Noon - Break for Lunch

1:00 pm - Welcome from State Superintendent Tony Evers, PhD

- Dr. Evers expressed appreciation for the Council's work.

1:15 pm - State of Theatre education and employment in Wisconsin:

- Presenters:
 - Julie Palkowski, PhD, Fine Arts Consultant, DPI
 - Sara Danke Lukaszewicz, Wisconsin Rapids Public Schools
 - Ellen White, Electronic Theatre Controls, Inc.
- Theatre as an academic subject
 - Note on definitions: theater is a building. Theatre is the art.
 - Theatre is performance, drama is the writing/reading aspect.
 - 12,939 students were enrolled in a theatre course in WI.
 - 8% of K5 students, 23% of 6-8, and 69% of high school students
 - Currently WI schools use a selection of standards, including 1997 WI Model Academic Standards, National Core Arts Standards (2014), and IB Theatre standards
 - Offers individual and group development of skills and techniques, often including verbal, written and physical demonstrations, usually culminating with public performances
 - Behind the scenes opportunities have grown dramatically over the years
- What is the current status of Theatre education in a Wisconsin school district?
 - Rare to have theatre classes during the day - many courses have been cut.
 - Includes body and verbal communication, storytelling, direction, comparing/contrasting Greek and modern comedies/tragedies, monologues, one act shows, musicals, and theatre technology
- What are the business needs in Wisconsin in the field of Theatre? - Ellen White, Electronic Theatre Controls, Inc.
 - ETC is the market leader in theatrical lighting and control and is a global company.
 - ETC employs over 12,000 Wisconsin employees currently, many with a theatre background
 - Working as a team in a high school theatre group promotes collaboration/cooperation, confidence, communication, problem solving, timeliness, and also empathy.
 - 264 performing arts centers in WI, not including 18 high school center, 20+ rental/sales/manufacturing, and 20-30 event companies

- All benefit from theatre-trained employees and production experience
- Survey Responses
 - Feedback:
 - High value on importance of revising standards, due to changes in the field, research, national trends, and labor market
 - High importance for the educational strands
 - More feedback on incorporating theatre into STEAM
 - Important to understand the importance (and employability) of the behind the scenes skills
 - Incorporate 21st century skills (collaboration, critical thinking, etc.)
- Checklist reviewed

1:45 pm - Discussion of Public Notice of Intent to Review and Public Comment on Theatre Academic Standards

- Questions?
 - How does a small district that can't afford a formal theatrical course use these?
 - To have creativity and latitude for school districts, it will be important to keep flexibility. The National Arts Standards (2014) are overly prescriptive on pedagogy styles, ideal technologies, etc. That might hinder school districts without the budget or methodologies for that.
 - These provide every district the flexibility to apply them and define their own scope, sequence, and programming.
 - Guidance on how to get students involved in non-performance roles, particularly for younger students? The current standards are very lacking in this.
 - Lights & sound are for high school, due to safety and complication.
 - How to scaffold students into it then?
 - Different technologies supports students at different levels. There are some free online, as a good starting point.
 - Theatre safety is very important as well.
 - Example: Light mixing is primary color based and mixing - can do that at all ages, and can experiment with how different light colors affect perception of different objects (e.g. M&Ms).
 - Important to scaffold the interest and theoretical as well: sewing a button in first grade can grow to full costume making later
 - Makeup, set design, costuming, running crew, etc. work at many levels.
 - 1997 standards - what are the expectations for production in those standards, given the importance expressed here and in the feedback?
 - Four of the standards are around acting and storytelling. One standard on production.

- A lot has changed in 20 years. The creative economy has grown dramatically and taps into these skills we could support through development of K12 theatre education, which ties in well with the increased focus on career planning.
 - Are students given instruction/awareness of copyright/plagiarism/etc.?
 - Intellectual property law comes up a lot at the conferences in this field
 - Can be pretty nuanced - recordings potentially prohibit cutting any material, about costuming, about when to perform, etc.
 - This could be a good performance indicator or two on intellectual property
- Recommendations:
 - The Writing Committee should look to the national standards for inspiration, but not adopt them. The 1997 Wi standards have some prescriptive areas, but only identify grades 4, 8, and 12.
 - The Music Standards married the two levels, and this could follow that path to find the sweet spot and cover both production and performance aspects.
 - Important that this work whether there's a gym or a stage
 - Importance of interdisciplinary aspect of it - then schools without a robust theater or theatre program, teachers can find ways to integrate into the existing courses.
 - Math in lighting design, Art and science in color mixing and set construction, History with period work, etc.
 - Realistically, not all teachers in production are certified in theatre. So making sure there are conceptual standards that allow for them to understand the stage and production aspects helps.
 - Particularly around safe production practices that allow students to develop their techniques to be college & career prepared
 - Provide more resources for elementary teachers to justify theatre and show the connections to math/literacy/science makes it easier for teachers to justify taking the time.
 - Online portfolios allow for some of this authentic experience as well.
 - Cover what's safe/legal to put online.
 - Development of standards should have actionable indicators to give teachers nuggets to dive into and engage in a variety of ways.

2:00 pm - Council's recommendation to the State Superintendent regarding revising Theatre Academic Standards

- Consensus to recommend to State Superintendent to make revisions?
 - Yes

2:15 pm - State of School Counseling and employment in Wisconsin:

- Presenters:
 - Stacy Eslick, WI School Counselor Association
 - James H. Cook, PhD, WI NECA-IBEW Apprenticeship & Training
 - Gregg Curtis, PhD, DPI
- What is the current status of School Counseling in a Wisconsin?
 - ~1900 school counselors, 468 students per counselor
 - Right in the middle of the country in terms of ratio, however, the recommended ratio is 250:1.
 - 98% of school districts have counselors
 - Note: Don't call it guidance counselor - the language has changed since the 1990s.
 - Counselors use a balance of prevention and intervention, very data-driven on academic, social/emotional, and career needs, and support college/career readiness.
 - Work in classrooms, small groups, and one on one.
 - Want a flexible enough system that it meets community needs, and isn't just one more thing for educators to do.
- Survey Responses
 - 94% of the 42 respondents were counselors
 - 61% said this is a better fit with competencies than academic standards
 - 62% in favor of revising (important or very important). 19% considered it unimportant
 - National standards are also rather out of date at this point
 - Connections to strands
 - Particularly high in CTE, Mental Health, and Social/Emotional Learning
 - Only one of which is an academic area, the other two have competencies instead.
- What are the business needs connected to the field of School Counseling?
 - Apprenticeships are a \$30,000 investment in his industry, can be more in other industries like manufacturing
 - The soft skills related to school counseling (critical thinking, initiative, productivity, resilience/grit) are more important than ever, and are hard to find.
 - Cooperation/collaboration - working in crews. This is the second most important and challenging to find item after grit.
 - Average age for an apprentice used to be 22-23, now 26-27. Many of the skills not gained at earlier ages.
- Is School Counseling an Academic Standard Area?
 - Standards specify what students should know and be able to do in the classroom: goals for teaching & learning.

- Very rare to have teachers in the school counseling programs
 - 2007 WI Model Academic Standards for School Counseling are not classroom-specific, and cover: academic, personal/social, and career development.
 - Comparison with the Social/Emotional Competencies:
 - Looking at the national standards, pulled in a lot of folks that work with kids and social/emotional learning. Their work isn't not called standards, but competencies.
 - Viewed as an equally rigorous process as the standards.
 - Want this applied in students' lives across subjects, outside of the schools as well

2:45 pm - Discussion of Public Notice of Intent to Review and Public Comment on School Counseling

- Presenters
 - John W. Johnson, PhD, DPI
 - Gregg Curtis, PhD, DPI
- Notes demand for employees, and also need for kids to explore career areas. It's not possible for our counselors to provide sufficient academic/career planning while they're trying to provide the mental health support as well. Wants teacher-integration with these because otherwise the work won't get done. Challenging to staff the counselors.
- Comment that there are basically two jobs here: ACP work, and mental health. There are no mental health resources in southwest WI. There's desperate need, and limited access (no mental health resources in parts of SW WI) and schools can't afford to have one of each.
 - Talking about job skills (because of standards) can be a waste of time when the students need to be fed, need translators, clean clothes, etc. Two jobs.
- If these are academic standards, how would we assess them? At the assessment point, it's either a competency that can be checked, but this is too messy.
 - Two pieces beyond competencies and standards: 1) what do counselors need to know/do, and 2) what do children need to know/do and who teaches that. The old standards conflate the two.
 - Start with what children need to know, then who teaches that, and then who takes on the other parts. The career part will get there somewhere; schools do a lot besides prepare for careers, though students should think about those.
- The goal is to be intentional on how to be held accountable on student success. Done in collaboration with community.
- We need to think of what students need and what other supports our school counselors need. Part of the lack of prepared employees for the trades ties in with the emphasis on college and standardized tests.
- Social Worker, Psychology, Counselor - Need the right person with the right mindframe, not the right job title. So maybe this is more general, about the adults and what we need to do to meet students with those pieces.

- School counselors serve all students. School social workers are more specific with different accountability measures. Counselors aren't just mental health folks
- We're developing social/emotional competencies and have been considering listing those on the Academic Standards site as well. Still want kids to learn things from School Counseling, so that should still be available there.
-
- This is the one area named after the job instead of content area. We've seen how other areas have kids thinking about careers already. In 2018, probably every standard you read will incorporate some career exploration and planning.
- We haven't seen the impact yet of our ACP process. Those results may shape this work. So we may need to come back to these in seven years.
 - Outside of the standards process there's greater flexibility to look at the latest research and learn from these other processes as time dictates instead of the more rigid seven year cycle.
- The question is, do we do something: yes/no. And if so, what process?
 - Consensus on need for work on School Counseling
- Let DPI know if you would like to be involved in this process
- Should we do this within the frame of academic standards or of school competencies?

3:00 pm - Council's recommendation to the State Superintendent regarding revising School Counseling Academic Standards

- Recommendation for State Superintendent to develop these as competencies

3:15 pm - Preview of next meeting and conclusion

- John W. Johnson, PhD, DPI
- Looking at September dates for our next meeting
- Thanks to the committee for attending

Letters of Support

Letter #1 From the Wisconsin Council for the Social Studies (WICSS)



The Wisconsin Council for the Social Studies strongly supports the revised Social Studies standards that have been developed. Our students need to possess various skills in the Social Studies field in order to be college, career, and community ready upon graduation. The addition of the inquiry strand promotes on the essential skills--the ability to critically think in order to solve problems. As our students are faced with more challenges of an ever-changing world, they need to develop skills that will help them develop creative solutions to various situations. Students also need personal financial literacy skills and economic knowledge. Students are constantly faced with financial and economic decisions that have implications throughout their life. Finally, students need to develop basic knowledge as it relates to history, understanding our government and how it works, and the impact geography plays in local, state, national, and international events and issues.

With the growing national discord in our country, it is more important than ever that our students be able to analyze sources, be critical consumers of information, become informed and active citizens, and draw accurate conclusions. The Wisconsin Council for the Social Studies strongly supports the revised standards that have been developed as they

address the critical elements needed for a strong Social Studies educational program

Michael Koren
WCSS Executive Director
Of Internal Affairs

Letter #2, from the Wisconsin Center for Environmental Education (WCEE)



University of Wisconsin-Stevens Point

College of Natural Resources
Wisconsin Center for Environmental Education

Stevens Point WI 54481-3897
715-346-4973; Fax: 715-346-3025
E-mail: wcee@uwsp.edu
www.uwsp.edu/cnr-ap/wcee

March 6, 2018

To: Wisconsin Standards Council

A handwritten signature in blue ink, appearing to be 'LGH'.

From: Dr. Laurie Gharis, Wisconsin Center for Environmental Education (WCEE) Director

Re: Wisconsin Standards for Environmental Literacy and Sustainability

The Wisconsin legislature established the Wisconsin Center for Environmental Education (WCEE) in 1990 to improve environmental education in the state. Housed within the College of Natural Resources at the University of Wisconsin-Stevens Point, the WCEE provides leadership and resources to advance education for sustainability. Working in partnership with K-12 educators and administrators, universities, and other agencies, organizations, and private entities focused on education and outreach, the WCEE provides environmental education resources and professional development opportunities to teachers, schools, and communities throughout the state, positively impacting peoples' lives both inside and outside of the classroom.

Due to our mission, the WCEE has supported the work conducted on the Wisconsin Standards for Environmental Literacy and Sustainability. Dr. Rebecca Franzen, a WCEE faculty member, dedicated many hours of her time to help to write the standards, while other staff and faculty, including myself, dedicated hours of our time to reviewing the standards. The writing team carefully considered national standards, such as the North American Association for Environmental Education's Guidelines for Excellence, along with reviewers' feedback to develop the final set of Wisconsin Standards for Environmental Literacy and Sustainability. The chosen standards outline core ideas for environmental literacy and sustainability rather than writing prescriptions.

As a previous teacher, I found the final standards practical for helping to develop successful students. As a current natural resource assistant professor, I see the challenges that we are currently facing environmental, socially, and economically because we have not adequately considered or encouraged students to consider how they are connected to their communities; helped students explore the interdependence of systems, how diversity influences health and resilience, interactions and outcomes of cycles and flows, and change and adaptation in natural and cultural systems; nor engaged students in analyzing the dynamic balance of natural and cultural systems or in being stewards for the sustainability of natural and cultural systems. These standards provide an excellent foundation, which better ensures that our students have the knowledge and skillsets to develop solutions for expected, future challenges. Please feel free to contact me at lgharis@uwsp.edu or 715-346-3528, if you have questions.

Letter #3, from the Wisconsin Association for Environmental
Education



wisconsin association
for environmental education

Board Of Directors

Nathan Larson
Board Chair
Community GroundWorks,
Madison

Zaynab Baalbaki
Escuela Verde, Milwaukee

Laurie Gharis
Wisconsin Center for
Environmental Education,
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Justin Hougham
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Kelli Johnson
Student Board Member,
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Joey Montaine
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Betsy Parker
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Monona

Eleva Potter
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Land O' Lakes

Skylar Primm
High Marq Environmental
Charter School, Montello

Chrystal Seeley-Schreck
Wisconsin Technical College
System, Madison

Joella Zoher
Escuela Verde, Milwaukee

Administrator:
Lynn Karbowski

Thursday, March 22, 2018

Wisconsin Department of Public Instruction
125 S Webster Street
Madison, WI 53703

Wisconsin has a rich history of leadership in environmental education, and the Wisconsin Association for Environmental Education (WAEE) has been an active member association helping continue this trend since 1974. While we honor this history, we also understand the importance of evolving with the times, and write today to voice our support for the new Wisconsin Standards for Environmental Literacy and Sustainability.

The revised Standards will aid teachers in developing their own environmental literacy, support getting more kids outdoors, and develop student skills needed for jobs in a variety of fields, including those outside of the environmental sector. The Standards are rich in the process skills and complex understandings of the world around us that prepare students to be actively engaged citizens committed to caring for the environment.

Education and training in science, technology, engineering, and mathematics (STEM) stands as our most important tool for ensuring individual and national prosperity. According to the Department of Commerce, from 2000 to 2010, jobs in STEM fields grew at three times the rate of any other field.

Through 2018, jobs in STEM fields are expected to increase by 17%, nearly double the projected growth rate of other jobs. The numbers speak for themselves. A strong foundation of mathematics, science, and environmental learning at every



waae.org | 715-570-2587 | admin@waae.org

PO Box 418, Stevens Point, WI 54481

mathematics, science, and environmental learning at every level of the workforce is more important than ever.

As education leaders, we fully understand the cause and effect relationship that exists between talent and innovation. Put simply, the availability of a creative and highly skilled workforce across America's cities, states, and regions stimulates innovation and creates economic prosperity. The future of Wisconsin's communities and businesses is also dependent upon such highly skilled talent.

With these facts in mind, WAEE stands ready to support the implementation of the Wisconsin Standards for Environmental Literacy and Sustainability by helping educators and students connect, explore, and engage in the world around them.

We are confident that the Wisconsin Standards for Environmental Literacy and Sustainability will provide an important foundation to help restore Wisconsin as a leader in the field of environmental education and assist teachers as they engage students in critical skills and knowledge building. We applaud you for updating these standards.

Respectfully Submitted,

The Wisconsin Association for Environmental Education



